



Under-resourced and under-five: a major government-funded project shows that resources for the under-fives are increasingly threatened by the need to meet the requirements of the elderly. Page 19.

Union wants united front on public service pay claim

by Richard Garner

Teachers' leaders will be urged to support a call for a common pay claim for all public service workers - probably amounting to 11 or 12 per cent - when the powerful public services committee of the TUC meets next week.

The call will be made by the National Union of Public Employees, which is already asking its members to reject the Government's plans for limiting pay increases to 4 per cent and support an 11-12 per cent claim this winter.

The union says that it will be arguing for pay increases at least matching the inflation rate, and for a shorter working week when the TUC's public services committee meets next Tuesday.

Teachers' leaders have already pledged their support for an initiative launched at the TUC conference for all public service unions to get together and see if they can mount a common offensive against the Government's 4 per cent cash limits this winter.

Last week the National Union of Teachers called on the National Association of Schoolmasters/Union of Women Teachers to go into joint talks with other public sector unions over the threat of further cuts and pledged its full support for the TUC initiative.

Mr Nigel de Gruchy, assistant secretary of the NAS/UTW, said that NUPE's proposal was an interesting idea which merited further consideration.

Meanwhile, at the first meeting of the working party between local authority and teacher representatives held to discuss a review of the teachers' pay structure, teachers reported "a meeting of minds" on some key issues.

However, it is likely to take several meetings and months before any proposals are agreed, and the management panel is preparing a paper outlining its own thoughts on changes in the salary structure.

One area on which there was broad agreement last Friday was over a basic professional grade for the job of teaching which would reward those who stay in the classroom. However, further consideration has to be given on defining the criteria for promotion.

Author claims ILEA blocked Thames mixed-race play

by Carolyn O'Grady

The production of a play written for schools television has been blocked by the Inner London Education Authority, according to the play's author, Mr John Bowen.

The play, which was written for Thames Television's schools department, has been rejected at the instigation of the ILEA, Mr Bowen says.

The play is called *A High Priority*, and concerns a 15-year-old white girl from a working class family who becomes pregnant by a 16-year-old black boy at the same school. He does not want to marry her and, despite strong pressure from many people to have an abortion, she insists on having the child.

The play was commissioned by Thames last December and accepted by the company last June. But when Thames approached the ILEA for permission to film background shots in a school, the authority's officials stipulated that filming could only start if the parents of every identifiable child were shown the script and approved of it.

Thames have now decided to shelve the production until the points raised have been discussed in more detail.

In a letter to *The TES* John Bowen says the issue is "Not merely that a play accepted, paid for and scheduled for production should at the last moment be censured out of existence."

He adds: "But in this case the issue is also that the ultimate censor should not be the television company, far less the IBA, but the ILEA, that bastion of socialist freedom, to which I am not as the writer, responsible nor should Thames, my employer, be."

Mr Peter Scroggs, executive producer of Thames Television's schools

department, said this week that the ILEA's attitude confirmed "a good deal of uneasiness we had about the play".

Criticism of the play appears to centre on the portrayal of two characters who are overtly racist: the girl's father who turns her out when the baby is born, and a landlord who threatens to go to the National Front in an effort to get her evicted.

In a letter to John Bowen dated July 20, Peter Scroggs wrote: "When I first read the play I was unhappy that the basic theme of Sheila's motivation and her struggle for survival had been complicated by the issue of the baby's colour."

"Many teachers would no doubt be happy to use the reactions of the father and the landlord as a starting point for exploring colour prejudice but our experience is that schools prefer these days to approach black/white relationships from a more positive angle. There is always a risk that the portrayal of simple-minded racism merely confirms the prejudice of a proportion of the audience."

John Bowen replied that "while reserving my own position - which is that simple-minded racism does exist and that it is both more honest and more wise to base one's teaching on what is than on what one would prefer to be - I am quite prepared to discuss with the ILEA their objections to the script."

Mr Bowen's request for a meeting with the ILEA officials has been turned down by Mr Scroggs. He has now contacted the Writer's Guild, which in turn has passed his letter on to the Race Relations Board for an opinion. The ILEA declined to comment at this stage.

A new kind of censorship, p. 25.

Children produce better work in class while sitting in rows

Children work better seated in rows than around tables and prefer the traditional arrangement, according to a recent survey carried out by the University of Birmingham's department of educational psychology.

Researchers studied two junior classes of mixed-ability children aged between 10 and 11, both of which normally sat around tables. Measurements were taken over two weeks of classes and the behaviour of pupils while working at their usual tables,

then for two weeks seated in rows, and finally for another two weeks back at tables was studied.

The children's behaviour while working was found to be around 15 per cent higher overall in both cases while sitting in rows. When they changed back to tables they complained that they preferred sitting in rows.

The researchers claim that table seating makes contact between the children easier. "It amounts to little short of cruelty to place children in manifestly social contexts and then to expect them to work independently," they say.

They stress, however, that they are not advocating a return to rows for all work but just when children need to concentrate on a specific task without distraction. Rows would be inappropriate for small group discussions or group topic work.

Rows versus tables: an example of the use of behavioural ecology in two classes of 11-year-old children by Kevin Wheldall, Marion Morris, Pamela Vaughan and Yink Yuk Ng, Department of Educational Psychology, University of Birmingham. Published in *Educational Psychology*, Vol. 1 No 2.

Sandra Hempele



This week

Lead and IQ: new findings 3

Police 'freaks' in class 6

Irish Republic: rape and incest 16

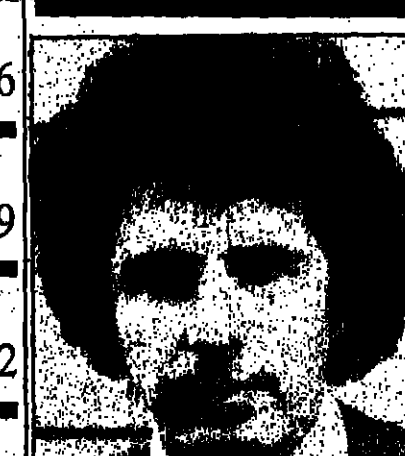
Coordinating the under fives 19

How objective is the APU? 22

John Weightman on cross-cultural English 23

New approach to computer studies 32

Extra European publishing 33-36



Wily William Waldegrave 7

English - special pages 29-31

Comment	2
Platform	4
School to Work	14
Overseas news	15, 16
Letters	17, 18
Features	19, 20, 21
Talkback	22
Review	23
Arts	24, 25
Books	26-28
Resources	32, 37
Media	38
Aristides, Crossword and Personal Column	68

The TES
 As a result of the industrial dispute, which has interrupted production of *The Times* this week, some mail for the *Times Educational Supplement* has been held up. We much regret that this has delayed the arrival of some classified advertisements and editorial matter.

Classified 41



Labour's comprehensive tertiary programme

John Thorn's presidential address to the Headmasters' Conference (page 4) provides a timely and uninhibited commentary on the Labour proposals. The sting of his piece is in the tail. The independent schools might be killed off by the Labour government at the very point in history where economic decline guarantees that the maintained sector is starved of funds and forced into ever-narrowing paths.

Of course, Mr Neil Kinnock and his friends are adamantly opposed to education cuts and cash limits, but anyone who supposes that a Labour government with the ambitious policy aims inscribed in tablets of stone at Brighton this week will not be strapped for funds shows a high degree of gullibility. It would be pleasant to believe that education will have top priority in a Foot-Hesley government, but

scepticism keeps intruding on the willing suspension of disbelief.

Mr Kinnock's statement on 16 to 19 produced the beginning of a coherent policy for teenage life-support and commitments to a structure capable of taking in the whole age group. As expected, it foreshadowed improved child benefits paid directly to 16-19 year olds, remaining within the education system, but fully-taxed in the pockets of their parents, a method of means-testing which avoids some of the traditional objections.

The youth employment subsidy is directly linked to the offer of two days a week day release and this, too, tackles a long-evaded issue. The scheme would, in effect, buy the Government a seat at the table where initial industrial training and vocational preparation is discussed. It formally acknowledges that

young workers are a public responsibility well as pawns in the games played by employers and unions.

There remains a great deal to do to conform to Labour's plans for a successor to the Youth Opportunities Programme and for the creation of a separate and recognizable tertiary stage of education in which 16-19 and adult education would merge. There is a lot to be for, including a whole new curriculum and radical revision of the examination system. Labour politicians clearly hope that they can get their ideas into a clear enough form to be in opposition to sail into office at the election with a concise short-list of instructions to their civil servants which will implement party policy with the minimum delay. In a respect to most of these plans it is hard to see how a long gestation and consultation period can be avoided if many of the groups to whom Labour traditionally depends are not to be numbered among their most implacable opponents.

On the positive side, the thinking which Mr Kinnock has drawn upon goes to the fundamental question of what needs to be done to turn the present, limited, secondary education into a system of education and training which can embrace all the 16-19 year olds, not just a minority of them. This is a big plus: it would be an even bigger plus if it persuaded politicians who oppose Labour, ideologically to address their minds to the same question.

On the negative side there remains the paralyzing question of money and resources. These policies only begin to look practical given the spectacular success of Labour's economic miracle. The corollary to making Labour politicians promise to carry out party policy to the letter ought, surely, to be extreme caution in adopting only those policies which can actually be carried out.

ence, much to the embarrassment of the leadership. The prospect of Ken Livingstone and Bryn Davies being thrown into the Tower (metaphorically, at least) is now perceptibly nearer.

Even a national executive dominated by Mr Tony Benn and his friends regarded the pledge to support illegal resistance as a liability the Labour Party could do without. Now that the big unions have ousted the Benn faction from control of the national executive, a greater realism may prevail.

In the conflict between central and local government, it is necessary on elementary grounds for the centre to make sure it wins. This is a principle which must unite parliamentarians of all parties, however much they may deplore the policies pursued by the central Government. What happened in Lothian will happen elsewhere, if there is a full-blown confrontation, not but before a few heads get broken.

It will take some time to bring the new system into operation, depending on how soon Mr Heseltine can draft and introduce his new law. It has all the appearance of yet another interim measure, to be repealed or amended by another Government or by Mr Heseltine's Tory successor at the next twist of the continuing crisis. That is the trouble with government by gimmick.



Lord Boyle of Handsworth

There will be many people in the world of education who wish to pay their respects this week to the memory of Edward Boyle who died on Monday at 58. Lord Boyle of Handsworth, vice-chancellor of the University of Leeds, had been on sick leave for several months after a severe illness from which it was known that he was unlikely to recover. He was

More about lead

The case for a large-scale, rigorously controlled, research project into the effect of lead on children's IQ and behaviour is now undeniable. The existing evidence is now confused and controversial, but is generally based on samples of children that are far too small, and the measures, of both blood lead levels and of educational performance, are not wholly satisfactory, but the issues at stake are undoubtedly of profound importance.

The latest findings (p 3) from two members of the Lawton Commission, cast grave doubt on earlier reports which discounted fears about levels of lead in the air (principally from petrol) and in water from old lead pipes. If, as is now suggested, existing EEC standards are too low to be safe, there will have to be swift action. This research adds to the urgency of the whole matter.

No comment

6. Difficulties or complications
David is an unusually happy, well-adjusted boy - from a report by a prep school on a Common Entrance candidate for a London public school.

Political advisor appointment sparks bitter ILEA row. Sarah Bayliss reports.

Labour disputes Tor indoctrination claim

A discussion document on political education in schools is being prepared by the chief inspector at the Inner London Education Authority after the controversial appointment of a Labour councillor to develop the subject.

The Labour group on the authority wants Mr George Nicholson, a Greater London councillor and member of the ILEA's schools subcommittee, to advise on the way politics is introduced and taught in inner London.

The school's subcommittee approved the new appointment last week but there were fierce objections from the Conservative minority. They have temporarily blocked the post (described as a responsibility rather than a job, which will carry no salary. It will now be decided at a full meeting of the education committee on October 27.

Professor David Smith, leader of the Conservative opposition, described the decision of the subcommittee, chaired by Mrs Frances Morrell, as extremely dangerous.

He said there was a fine dividing line between education for citizenship of which he approved, and "using the opportunity to indoctrinate children". Mr Nicholson appeared to hold views further left than those of Mr Ken Livingstone, the leader of the GLC and Mr Ted Knight, the leader of Lambeth borough council.

He said that to make matters worse, the appointment had appeared on an agenda with no prior details of why it should be made and what it entailed. "Political education is a sensitive area and politicians should be perhaps be over-scrupulous in their approach to it," Mr Nicholson, who works part-

time for a charitable trust at a London running an urban centre for children, said the claim that indoctrination was nonsense brought the ILEA into disrepute.

"To suggest that I'm going to indoctrinate 300,000 school kids in 1,000 schools is a bit strong, to say the least."

Many ILEA officers, including inspectors, were involved in curriculum development in schools; in the classrooms head teachers and teachers remained responsible for the content of lessons. "We can only provide guidance and materials," he said.

Mr Nicholson said there was a "high degree of political illiteracy" in Britain. He pointed to a MORI opinion poll in London borough of Southwark, where he is also a borough councillor, which showed virtually no-one knew which council ward they lived in. Very few could name a local councillor.

Subsequently in his job he had developed "ward trails" which the 14 secondary schools in Southwark now used. "They link the idea of what's going on in an area with the fact that it has a political structure linked to the town hall." He gave as an example a trail where class studied a vacant site near their school, asked why it was vacant and suggested what it should be used for.

Party politics did not enter into this kind of teaching. "I don't care how the kids vote at the end of the day so long as they use their vote and make a decision critically."

Mr Michael Birchough, ILEA's chief inspector, said he had offered a report on political education to the school's subcommittee, a staff inspector for history and social sciences and begun preparing it. It would

describe what was currently taught in London schools, review the literature on the subject and produce advice for schools.

He pointed to the inspectors' report on the curriculum which was adopted by the ILEA before the May election and which said: "All pupils must be aware that they ought to contribute to society if they have to draw upon it; that each must value the contribution of others. The curriculum should therefore include religious education and provide

opportunities for moral, social and political education."

An ILEA spokesman said Mr Nicholson's proposed appointment was the fifth to be made within the schools subcommittee. Mrs Morrell had said since May she was keen to delegate her powers and so two members were now responsible for overseeing "multi-ethnic" education, one for the under fives and one for special education.

Sir Ashley Bramall, the former Labour leader of the authority, is the member responsible for special education.

He said that to make matters worse, the appointment had appeared on an agenda with no prior details of why it should be made and what it entailed. "Political education is a sensitive area and politicians should be perhaps be over-scrupulous in their approach to it," Mr Nicholson, who works part-

time for a charitable trust at a London running an urban centre for children, said the claim that indoctrination was nonsense brought the ILEA into disrepute.

"To suggest that I'm going to indoctrinate 300,000 school kids in 1,000 schools is a bit strong, to say the least."

Many ILEA officers, including inspectors, were involved in curriculum development in schools; in the classrooms head teachers and teachers remained responsible for the content of lessons. "We can only provide guidance and materials," he said.

Mr Nicholson said there was a "high degree of political illiteracy" in Britain. He pointed to a MORI opinion poll in London borough of Southwark, where he is also a borough councillor, which showed virtually no-one knew which council ward they lived in. Very few could name a local councillor.

Subsequently in his job he had developed "ward trails" which the 14 secondary schools in Southwark now used. "They link the idea of what's going on in an area with the fact that it has a political structure linked to the town hall." He gave as an example a trail where class studied a vacant site near their school, asked why it was vacant and suggested what it should be used for.

Party politics did not enter into this kind of teaching. "I don't care how the kids vote at the end of the day so long as they use their vote and make a decision critically."

Mr Michael Birchough, ILEA's chief inspector, said he had offered a report on political education to the school's subcommittee, a staff inspector for history and social sciences and begun preparing it. It would

describe what was currently taught in London schools, review the literature on the subject and produce advice for schools.

He pointed to the inspectors' report on the curriculum which was adopted by the ILEA before the May election and which said: "All pupils must be aware that they ought to contribute to society if they have to draw upon it; that each must value the contribution of others. The curriculum should therefore include religious education and provide

opportunities for moral, social and political education."

An ILEA spokesman said Mr Nicholson's proposed appointment was the fifth to be made within the schools subcommittee. Mrs Morrell had said since May she was keen to delegate her powers and so two members were now responsible for overseeing "multi-ethnic" education, one for the under fives and one for special education.

Sir Ashley Bramall, the former Labour leader of the authority, is the member responsible for special education.

He said that to make matters worse, the appointment had appeared on an agenda with no prior details of why it should be made and what it entailed. "Political education is a sensitive area and politicians should be perhaps be over-scrupulous in their approach to it," Mr Nicholson, who works part-

time for a charitable trust at a London running an urban centre for children, said the claim that indoctrination was nonsense brought the ILEA into disrepute.

"To suggest that I'm going to indoctrinate 300,000 school kids in 1,000 schools is a bit strong, to say the least."

Many ILEA officers, including inspectors, were involved in curriculum development in schools; in the classrooms head teachers and teachers remained responsible for the content of lessons. "We can only provide guidance and materials," he said.

Mr Nicholson said there was a "high degree of political illiteracy" in Britain. He pointed to a MORI opinion poll in London borough of Southwark, where he is also a borough councillor, which showed virtually no-one knew which council ward they lived in. Very few could name a local councillor.

Subsequently in his job he had developed "ward trails" which the 14 secondary schools in Southwark now used. "They link the idea of what's going on in an area with the fact that it has a political structure linked to the town hall." He gave as an example a trail where class studied a vacant site near their school, asked why it was vacant and suggested what it should be used for.

Party politics did not enter into this kind of teaching. "I don't care how the kids vote at the end of the day so long as they use their vote and make a decision critically."

Mr Michael Birchough, ILEA's chief inspector, said he had offered a report on political education to the school's subcommittee, a staff inspector for history and social sciences and begun preparing it. It would

describe what was currently taught in London schools, review the literature on the subject and produce advice for schools.

He pointed to the inspectors' report on the curriculum which was adopted by the ILEA before the May election and which said: "All pupils must be aware that they ought to contribute to society if they have to draw upon it; that each must value the contribution of others. The curriculum should therefore include religious education and provide

opportunities for moral, social and political education."

An ILEA spokesman said Mr Nicholson's proposed appointment was the fifth to be made within the schools subcommittee. Mrs Morrell had said since May she was keen to delegate her powers and so two members were now responsible for overseeing "multi-ethnic" education, one for the under fives and one for special education.

Sir Ashley Bramall, the former Labour leader of the authority, is the member responsible for special education.

He said that to make matters worse, the appointment had appeared on an agenda with no prior details of why it should be made and what it entailed. "Political education is a sensitive area and politicians should be perhaps be over-scrupulous in their approach to it," Mr Nicholson, who works part-

time for a charitable trust at a London running an urban centre for children, said the claim that indoctrination was nonsense brought the ILEA into disrepute.

"To suggest that I'm going to indoctrinate 300,000 school kids in 1,000 schools is a bit strong, to say the least."

Many ILEA officers, including inspectors, were involved in curriculum development in schools; in the classrooms head teachers and teachers remained responsible for the content of lessons. "We can only provide guidance and materials," he said.

Mr Nicholson said there was a "high degree of political illiteracy" in Britain. He pointed to a MORI opinion poll in London borough of Southwark, where he is also a borough councillor, which showed virtually no-one knew which council ward they lived in. Very few could name a local councillor.

Subsequently in his job he had developed "ward trails" which the 14 secondary schools in Southwark now used. "They link the idea of what's going on in an area with the fact that it has a political structure linked to the town hall." He gave as an example a trail where class studied a vacant site near their school, asked why it was vacant and suggested what it should be used for.

Party politics did not enter into this kind of teaching. "I don't care how the kids vote at the end of the day so long as they use their vote and make a decision critically."

Mr Michael Birchough, ILEA's chief inspector, said he had offered a report on political education to the school's subcommittee, a staff inspector for history and social sciences and begun preparing it. It would

describe what was currently taught in London schools, review the literature on the subject and produce advice for schools.

He pointed to the inspectors' report on the curriculum which was adopted by the ILEA before the May election and which said: "All pupils must be aware that they ought to contribute to society if they have to draw upon it; that each must value the contribution of others. The curriculum should therefore include religious education and provide

opportunities for moral, social and political education."

An ILEA spokesman said Mr Nicholson's proposed appointment was the fifth to be made within the schools subcommittee. Mrs Morrell had said since May she was keen to delegate her powers and so two members were now responsible for overseeing "multi-ethnic" education, one for the under fives and one for special education.

Sir Ashley Bramall, the former Labour leader of the authority, is the member responsible for special education.

He said that to make matters worse, the appointment had appeared on an agenda with no prior details of why it should be made and what it entailed. "Political education is a sensitive area and politicians should be perhaps be over-scrupulous in their approach to it," Mr Nicholson, who works part-

time for a charitable trust at a London running an urban centre for children, said the claim that indoctrination was nonsense brought the ILEA into disrepute.

"To suggest that I'm going to indoctrinate 300,000 school kids in 1,000 schools is a bit strong, to say the least."

Many ILEA officers, including inspectors, were involved in curriculum development in schools; in the classrooms head teachers and teachers remained responsible for the content of lessons. "We can only provide guidance and materials," he said.

Mr Nicholson said there was a "high degree of political illiteracy" in Britain. He pointed to a MORI opinion poll in London borough of Southwark, where he is also a borough councillor, which showed virtually no-one knew which council ward they lived in. Very few could name a local councillor.

Subsequently in his job he had developed "ward trails" which the 14 secondary schools in Southwark now used. "They link the idea of what's going on in an area with the fact that it has a political structure linked to the town hall." He gave as an example a trail where class studied a vacant site near their school, asked why it was vacant and suggested what it should be used for.

Party politics did not enter into this kind of teaching. "I don't care how the kids vote at the end of the day so long as they use their vote and make a decision critically."

Mr Michael Birchough, ILEA's chief inspector, said he had offered a report on political education to the school's subcommittee, a staff inspector for history and social sciences and begun preparing it. It would

describe what was currently taught in London schools, review the literature on the subject and produce advice for schools.

He pointed to the inspectors' report on the curriculum which was adopted by the ILEA before the May election and which said: "All pupils must be aware that they ought to contribute to society if they have to draw upon it; that each must value the contribution of others. The curriculum should therefore include religious education and provide

opportunities for moral, social and political education."

An ILEA spokesman said Mr Nicholson's proposed appointment was the fifth to be made within the schools subcommittee. Mrs Morrell had said since May she was keen to delegate her powers and so two members were now responsible for overseeing "multi-ethnic" education, one for the under fives and one for special education.

Lead level linked with IQ

by Sandra Hempel

Children with what were thought to be 'safe' levels of lead in their blood have lower IQs than average, a pilot study has found.

The study of London primary school children claims to have found an IQ deficit in children whose blood lead contents fell within levels defined as acceptable by the EEC.

The survey of 166 children was carried out by Dr Richard Lansdown and Dr William Yule who were members of the Lawton Committee. This committee reported last year that there was no convincing evidence of lead effects on children at blood lead concentrations below 35 microgrammes per 100 millilitres.

Children in this latest study had blood lead levels of between seven to 33 microgrammes per 100 ml. and an IQ deficit of seven points was observed in those whose levels were typical of urban children.

There were, says the researchers in a report to be published in the October issue of *Developmental Medicine and Child Neurology*, significant associations between blood lead levels and attainment scores on tests of reading, spelling and intelligence, but not on mathematics.

In 141 children whose social class was known, there was a significant relationship between social class and lead levels and higher levels were found in children from lower socio-economic groups.

But the authors say that further research paying more attention to social factors is needed.

The Relationship between blood lead concentrations, intelligence and attainment in a school population: a pilot study by W. Yule, R. Lansdown, I. B. Millar and M. A. Urbanowicz.

SOCIOLOGY

Revised Second Edition

Jack Nobbs, Bob Hine, Margaret Flemming

Still the top GCE O level textbook, Sociology offers:

- A comprehensive coverage of O level topics and an introduction for A level students who have not studied the subject before
- A straightforward, jargon free text, divided into chapters, topics and units for easy reference
- Diagrams, charts and tables of statistics, all up to date and printed in two colours for maximum clarity
- GCE questions after every topic
- Bibliographies, glossary of 150 key terms, index, extracts from newspapers and magazines, photographs

448pp Limp £3.95 (Boards £6.95)

Sociology Workbook by Jack Nobbs and Bob Hine
Students' Edition 48pp Limp £1.50
Teachers' Edition 72pp Limp £3.50

Inspection Copy Request Form

Please send me inspection copies of:

- ☐ Sociology: Revised Second Ed. O 333 24029 4
☐ Sociology Workbook (Teachers') O 333 26236 0
☐ Sociology Workbook (Students') O 333 26237 9

Name

School

Address

Please send this form to: Macmillan Education, FREEPOST, Basingstoke, Hants. RG21 2BR.

There is no need to put a stamp on the envelope

MACMILLAN EDUCATION

Teachers in N. Ireland unfamiliar with new teaching projects

by Bob Doe

Teachers in Northern Ireland are even less familiar with new teaching methods being devised by bodies like the Schools Council than their counterparts on the mainland, in spite of government-backed efforts to spread the word.

In 1978, a Schools Council survey revealed that many of its primary school curriculum development projects were virtually unused and often unheard of in English primary schools.

A parallel study just carried out by the Northern Ireland Council for Educational Research for the government-appointed Northern Ireland Schools Curriculum Committee has shown that projects taken up and promoted by NISCC are even less well known in the province's schools. While 23 per cent of headteachers in English primary schools did not know of the primary science project *Science 5 to 13*, more than 80 per cent of Ulster primary school heads had never heard of it.

Of the eight curriculum development projects selected by NISCC as particularly relevant to Northern Ireland schools and given special support, none were known by even half the 250 Northern Ireland heads questioned.

Eight out of 10 primary teachers had not heard of most of these projects.

The Schools Council project *Communication skills in early childhood* was promoted by NISCC but only 52 per cent of heads had heard of it compared with 29 per cent in England.

Three projects were comparatively well known: *Breakthrough to literacy*, *Nextfield Mathematics* and *Mathematics in primary schools*.

These had been in use in between one-third and one-half of all Ulster

primaries at some stage and were known of by between half and three quarters of all principals.

The NISCC report says two distinctive features of Northern Ireland primary schools appear to hamper the impact and take up of new ideas. These are the high proportion of small schools, commonly with mixed age groups and few subject specialists, and the continued existence of selection at 11 which left primary schools with much less freedom to innovate.

It is also widely accepted that Ulster's troubles discourage teachers from travelling to meetings.

The report found teachers were more likely to take up those projects with basic aims with which they agreed or which solved readily identified existing problems such as reading backwardness.

The researchers also discovered that even when a project was in use it was often given only a minor role as an extra or for remedial purposes in a system dominated by traditional syllabuses.

The report recommends permanent display centres in the province to provide teachers with more information about projects and a "regular forum" for those working on new teaching methods to share their ideas and experiences.

It also calls for a proper sense of priorities when commissioning new projects at a time when money is scarce. "There would seem to be a need for a language and for an art and craft scheme for the entire primary range."

Curriculum projects in primary schools by Miss A. E. Sutherland, published by NISCC, 52 Malone Road, Belfast BT9 5BS. Price £7.

'Make RE compulsory'

The Government should insist upon religious education for all pupils regardless of whether they are taking examinations. They should also make the necessary time and money available. The Standing Conference on Inter-Faith Dialogue in Education said at its recent annual conference.

The organization expressed concern about violence among young

people, and in a subsequent statement said: "We recognize that economic and other factors are significant but we insist as persons concerned with inter-faith understanding that not only does the whole school have responsibilities in this area, but that religious education has the explicit role to promote personal development and foster understanding."

Platform

John Thorn, *chairman of the Headmaster's Conference*
on the defence of good schools in a post-affluent age

Enemies on Left and Right



effects, most people who study history at all would most emphatically deny...

"A Labour government would abolish fee paying in private schools... it would impose a tax on this form of advantage. The most appropriate form would be Value Added Tax."

Labour government would insist that newly qualified teachers should be obliged to do their first years of teaching in state schools... In the longer term, the second Education Bill would enable the Secretary of State for Education to forbid private schools to charge fees for new admissions or to receive payment for places for new admissions.

The more I read these words the greater my astonishment becomes. For it seems to me that every principle of western liberal democracy...

He cannot rightfully be compelled to do or forbear because it will be better for him to do so, because it will make him happier, because, in the opinion of others, he do so would be wise or even right. These are good reasons for remonstrating with him, or reasoning with him, or persuading him, or entreating him, but not for compelling him or visiting him with any evil in case he do otherwise.

And when I apply it... to the TUC Labour Party Liaison Committee's statement on the Public Schools, what happens?

"Private schooling in Britain is a huge obstacle to a fully-developed and completely free education system, and a fully democratic society."

"Private schools have long been a major source of perpetuated division and the demarcation of privilege, status, esteem, with it. Private schools are not 'incidental' to the class system. They are the very cement in the wall that divides British society."

Now these samples from an admittedly polemical document contain huge assertions indeed. About matters which thinkers of the Left know full well are hugely complex they are statements of glittering simplicity. They remind one of that historical reductionism which says of the First World War that it broke out: because of railway timetables; because of colonial rivalry in Africa; because armaments once made and amassed must be employed. Or which says of the Protestant Reformation that it was all to do with Luther's bowels.

A historian once in touch with the appalling complexity of causation and social dynamics shies in horror from such simplicities. That there are inequalities in British society no one can deny. That they are sometimes the major cause is simple and their remedy easy and swift, to be accomplished with no poisonous side-effects.

A taste of... affluence... was given to the British people in the

later sixties and earlier seventies does not seem that such times come again... Our North Sea revenues... will now just about more efficient our industry than the fewer people per task it needs. Affluence there will be and there, but not - I predict - Elizabeth House or in local education authority budgets...

Obviously and inevitably, education budgets must be cut. But what can be cut? Particular activities? I am not sure. Subjects now deemed irrelevant? Whole university departments? The arts? Yes, indeed. Exactly that. And some would say this should be so if it believes, for example, that we require a Tink Missile system, or a subsidized cord, or railway electrification, or one nationally owned motor manufacturer.

But at least the existence of an educational activity which is not just to ultimate Treasury control means that in some places it is not mean that governments cannot afford: fuel are kept burning... The things which I refer hardly need mentioning: school classical studies, in their intensity; some minority language higher mathematics at the right of (which for some is an early age individual music tuition (on extra-curricular expensive business); particular religious environments; cricket.

A rich state can preserve and encourage such things. British governments of the eighties and perhaps the nineties cannot and will not. Because some people believe in things worth preserving... and abolish them, and you abolish a just place of presumed privilege in some of the riches of Europe civilization.

Even now, under a government run by Tony Benn's inveterate opponents, we have alongside ourselves not... a properly maintained school but a "partly maintained school". While our parents and our school's salaries but into the constant improvement of our facilities the education of 94 per cent of the nation's children is being allowed to languish and decay.

I cannot vote with any enthusiasm for a political party, whatever its colour, which in whose University Grants Commission "advises" Southampton to close its Russian department at Bristol; whose Education Council withdraws its grant to the National Youth Orchestra and the National Youth Theatre; which watches over the virtual death of individual music teaching in certain counties; which allows school libraries to moulder through lack of acquisitions or replacements.

Anyone whose life... is given to education... cannot but conclude that government priorities are wrong. We are not a poor nation. We are neither materially poor nor spiritually poor. Our literature has always been great. Our music has always been good. Our theatre thrives, even if not in the West End of London. We have become a nursery of great dancers. But all is imperilled if we drawing our troops from Northern Ireland and perhaps from Germany, nationalizing or rationalizing industries and banks, setting up exchange and import controls and perhaps forcibly preventing the emigration of those who - oddly - might not want to live here any more. Amid all this "re-structuring of society" who would notice the absence of a few funny old

John Thorn is the chairman of the Headmaster's Conference at Oxford last year.

We much regret that as a result of error at the offices of our printer the Northern edition of the TES which appeared in the Scottish edition of the TES while in England and Wales received Scottish page 4.

Labour Party Conference

Comprehensive plan to save young from dole queues

A comprehensive system of education, training and employment for all 16 to 19-year-olds with a minimum wage for all, was adopted as official Labour Party policy on Monday.

The scheme, contained in a motion from the Socialist Educational Association, was passed on a card vote by 7 million votes to 8,000.

Mr Neil Kinnock, chief Opposition spokesman on education, admitted the plan would be expensive but said: "The choice is not between spending and not spending money - that was yesterday's choice. Today's choice is between spending to pay the cost of construction or the devastating bills of destruction."

Seventy per cent of 16 to 19-year-olds would be unemployed in 1983, he reminded conference delegates. "Mrs Thatcher says you cannot solve the problems by throwing money at them - so she throws CS gas at them," he said. "Young people are speaking the language of the politically dumb - violence - and they are being responded to in the language of the politically, economically and morally deaf."

Supporting the motion, he said all young people should have the right to a third stage of education and training, during which they would all have the status of trainees. Those still in full-time education would get a payment similar to child benefit, the unemployed would receive a minimum wage and the employers of "those lucky enough to have a job" would get a youth employment premium in return for a guarantee to provide training.

On the joint Labour/TUC document on private schools, also passed overwhelmingly on a card vote, Mr Kinnock said it was "the first ever systematic plan for realizing the decades-old desire of socialists and egalitarians to end the system of purchase advantage". It would give a firm manifesto basis for implementing the policies from which there could be "no retreat, no deviation and no opting out", he added to loud applause.

Mr Kinnock also supported two motions which were later approved by a show of hands. The first called for a statutory duty on local education authorities to provide "democratically controlled" nursery education for all children whose parents wanted it. The second, proposed by the National Organization of Labour



Mr Kinnock: "We lost poor old Mark and now we have got Sir Keith. Old lace has been replaced by arsenic."

Students, called for the expansion of further and higher education, and to "full cost fees" for overseas students, and the establishment of a national planning body for public sector higher education, with local authority representatives in the majority.

On nursery education, he said many studies had proved the enormous advantage of education before the age of five. "But even if it was a wood thing, because the rich have always had it," he declared. "That's not the politics of equality. It's not inspired by jealousy of the freedoms of the few but a belief in the rights of the many."

He condemned the Government for its "grotesque priorities", chopping £1,300 from every area of education while increasing defence spending by £1,200m. And he had harsh words for both the old and the new education secretary. "Some say the appointment of the philosopher King as Secretary of State is Mrs Thatcher's way of demonstrating she's still got a sense of humour," he said. "We lost poor old Mark and now we have got Keith Joseph. Old lace has been replaced by arsenic."

Moving the SEA motion on 16 to 19 provision, Mr Graham Lane, the association's general secretary, denounced Tory schemes to relieve youth unemployment which used young people as cheap labour and would introduce "some form of conscription". The Macfarlane report had been "nothing but platitudes", he said.

Cash details spelt out

Delegates cheered a succession of speakers from the front bench and from the constituencies who advocated a comprehensive system of education and training and overlooked the small print and carefully chosen phrases which revealed deep divisions over strategy.

After the education debate, Mr Neil Kinnock spelt out details of three types of financial support for 16 to 19-year-olds.

Those who stayed on would be paid an allowance which would be aggregated to their parents income for tax purposes in the same way as child benefit; young workers would get "an adequate minimum wage" but their employers would be paid a premium to provide proper training and two days a week release for further education - and made to provide training and day release even if they did not take the pre-

mium; and unemployed youngsters would get an allowance equivalent to those who stayed on in full time education if they took part in training programmes or returned to education.

The allowances, he said would have to be substantially above the supplementary benefit which would be payable to those who preferred to stay on the unemployment register without participating in education or training.

A call for reform of apprenticeship came, not from the party leaders but in a resolution from Kettering moved by Mr Philip Hope, a young voluntary agency official who is closely involved in the new alliance between the youth organizations and the unions to campaign for the young unemployed.

Mark Jackson

No pledge to restore cuts

Mr Neil Kinnock this week declined to give a pledge that a future Labour Government would automatically restore spending on higher education to its pre-cuts level.

Attacked for failing to go further than halting the decline, Mr Kinnock told a fringe meeting at the Labour conference in Brighton that to do so would be a "complete offence against truth and reason."

Seven steps to abolition

The TUC-Labour Party document *A Plan for Private Schools*, which was formally adopted as Labour Party policy on Monday, sets out the following 10-year programme for the abolition of private education:

● An immediate Education Bill that would end the Conservatives' assisted places scheme, stopping assistance to pupils from the end of the academic year in which the legislation was introduced, and prohibit local authorities from paying for places in private schools, except schools for the handicapped.

● A clause in the first Budget imposing VAT on private school fees; further reforms to remove tax advantages for parents paying school fees.

● Immediate abolition of boarding allowances paid to diplomats and military personnel. Their children would have to attend service schools abroad, local authority boarding schools, or lodge with relatives or friends and attend British day schools.

● A government rule that newly qualified teachers should do their first two years of teaching in maintained schools.

● Financial penalties for universities and colleges drawing "a disproportionate number" (unspecified) of home students from the private sector.

● A second Education Bill, within the first year of taking office, which would: restore to the Education Secretary responsibility for educational trusts, now with the Charity Commissioners; lay down that primary and secondary schools depending wholly or partly on fees paid from private funds (other than schools for the handicapped) would no longer be deemed to have charitable purposes; enable the Secretary of State to forbid private schools not qualifying as charities to charge fees for new admissions; and empower local education authorities to integrate those private schools which could be used for community purposes into the maintained sector.

● Local education authorities would then be required to prepare development plans for the use of such schools within overall provision for the area. A single authority or a group of authorities could come to an agreement with a school; failing the school's agreement, the Secretary of State could allow the authority to acquire the school building for its use.

Heseltine under fire

Labour councillors should break the law if necessary and trade unions "use their strength" to defy the Government's attempts to enforce local spending cuts, delegates decided.

Mr Ted Knight, Labour leader of Lambeth Council, moved an emergency motion calling on the party to mount a major campaign to defeat the proposed legislation of Mr Michael Heseltine, the Environment Secretary. The Bill would restrict the power of local authorities to increase their rates by forcing them to submit to a referendum.

The motion was carried by an overwhelming majority, despite a plea from Mr Gerald Kaufman, Labour's parliamentary spokesman on the environment, to stay within the law.

Mr Knight said: "Are we going to step outside of Heseltine's law? Well, comrades, that may be the case. Is it wrong to step outside Heseltine's law if that means that working class people suffer and die as a result?"

"We must say to Labour councillors, you cannot be mere administrators of Tory policy."

Kinnock eases fears on future of 11-18 schooling

Report by Biddy Passmore

Labour's plans to reform 16 to 19 education by creating a "tertiary stage" would not mean the end of all 11-18 schools, Mr Neil Kinnock, told a conference meeting of the Socialist Educational Association.

But he made it plain that, where a local education authority decided, for financial or other reasons, to meet its duty to provide tertiary education in school buildings, there would be a clear distinction between secondary and tertiary education even if it was on the same site.

He was referring to plans set out in 130-page Labour discussion document on 16 to 19-year-olds which the party's education subcommittee last Thursday, if implemented, the plan would give all young people the right to a third stage of education and training and to financial support while they took it. The gross cost has been estimated at £2.3 billion a year.

For their part, local education authorities would be placed under a legal duty to provide tertiary education for all young people and adults who wanted it. Institutions would have to throw open doors to all types of student and provide both full and part-time vocational and academic courses.

The post-16 curriculum would be dramatically changed, with the abolition of A levels and the replacement of these and other exams with a modular system leading to transferable credits, which would be nationally validated.

At Monday's meeting, Mr Kinnock and his colleagues said the tertiary stage would have to operate under new regulations about pay and conditions and hinted that they would be closer to further education than school regulations. "Members of this age group are now seen as young adults and that's the way the regulations will have to go," Mr Philip Whitehead, party spokesman on further and higher education said.

He said a working group had not finished discussing changes to the curriculum and exams. But Mr Kinnock set out the three features he would like to see predominate in its report. First, any testing should be diagnostic, not exclusive in its function, showing the need for further treatment where there was a weakness or strength. Second, testing should be "success-related, not failure-dominated and connected with memory retention and regurgitation. Finally, courses should be organized on a modular basis.

"We must break free of a system entirely dominated by externally-set exams which don't necessarily relate to the needs of the school or the individual", he declared. O levels, a second-class 17 plus, and A levels would have no place under the new system.



Money-sense starts with a lick - and more than a promise

Abbey National Savings Stamps help children learn the value of money in the most enjoyable way - by saving up for something they want to buy.

The scheme is fun for them - and simple to administer for you. All forms and stationery are provided free. Savings Stamps cost 25p each and are collected on a card which can be used to open or add to a Share Account at any Abbey National branch. Children then become members of the popular Junior Savers Club.

Help your class to learn money-sense young - so that it becomes a Habit.

Contact your local branch manager for full details.

A simple way to put a very good Habit on their curriculum.

ABBEY NATIONAL

ABBEY NATIONAL BUILDING SOCIETY 27 BAKER STREET LONDON W1M 2AA

Calling all mathematics teachers... Turn to centre pages for smp news

the newsletter of the School Mathematics Project, Issued jointly by SMP and Cambridge University Press

Further copies may be obtained from the SMP Office, Westfield College, Kidderpore Avenue, London NW3 7ST.

at Warwick on children at risk

Police in the classroom may be seen as freaks

Police are in danger of being seen as "freaks" by children when they visit classrooms, Chief Superintendent Richard Wells, of the Metropolitan Police, told a conference on "Pupils at Risk", organized by the National Association of Head Teachers at the weekend.

He told the conference at Warwick University that police involvement with schools had been continuing for about 10 years now and police were re-assessing what their objectives from the contact were and what they had achieved.

He added that he was in favour of the police and teacher together addressing the classroom - rather than the police addressing the classroom alone. But he warned that if

the police were the only outside agency seen in the classroom they would become regarded as "freaks".

Chief Superintendent Wells added: "If we are not seen alongside nurses, local authority workers, local councilors when with the children, then in their life outside school we will be seen as a focus for attention by way of being strange. I suspect the whole of the police philosophy is not to appear strange but part of the community."

"Other agencies must be called in even if these agencies are hostile to the police. Only they will give the child a balance on which to base his or her philosophy."

Earlier, Mr Ken Dyos, vice-president of the NAHT, suggested

that police should consider contacting headteachers before cautioning juveniles for offences so that "a joint reprimand perhaps taking place in the headteachers' study" could be delivered.

"This would show that the school and the police are both concerned about the child's behaviour," he added.

He also suggested that each local education authority should set up a "think-tank". "This should really get to grips with discussing the problems of deterring and treating juvenile delinquency," he added.

The weekend conference was attended by headteachers, education welfare officers, magistrates and representatives of various police forces.

The plight of parents over glue sniffing

by Bob Doe

Parents of glue sniffing addicts get little help from schools or the health services according to a documentary on the craze to be screened in all ITV regions on Sunday.

The Tyne Tees TV film, in a different format, opens with shots of an intoxicated, glue-sniffed sufferer, Bryan Robson, (pictured above) reeling about the streets of his home town, South Shields, frothing at the mouth.

It traces the progress of Bryan's obsession from the wreckage of his family life to complete destitution, homelessness and crime after his flat was burnt out while he was high. During this period his distraught mother is heard to say: "I think he might as well be dead."

Glue sniffing may just be a passing, largely harmless craze for some, but others, like Bryan, come to depend increasingly upon the oblivion to be found in these hallucinogenic fumes.

The film touches only lightly on the difficulties of family life and unemployment or the boredom and hopelessness from which the sniffer seeks escape. It concentrates on what it is like to be a sniffer, or the mother of one.

As one mother makes clear, parents do not know where to turn when it happens to them. The doctor laughed; the school just sent a letter home informing her, and the police are powerless because no crime is involved in sniffing.

The film's producer, Andrea Worrall, said schools took the view they should do nothing beyond informing parents because they were afraid open discussion in class would encourage other children to try it.

The same dilemma faced the programme makers. The film was originally planned for a teenage magazine programme and was shifted to the 11 p.m. slot when there should be fewer younger viewers.

A reformed Bryan Robson says of the film: "I got a nasty shock when I saw myself high on glue. I just hope any other youngsters dabbling with the stuff will see what it's done to me and ask if it's worth it."

Three on cane ban issue

A school's headteacher and two governors are resigning from their posts in protest over a decision by Sheffield's education committee to ban corporal punishment throughout the city.

The four, from St James' Junior School in Sheffield, made decisions on such issues as taken unilaterally by the committee.

Their resignations will be met on Wednesday and their stand is likely to be met by other Sheffield schools.

Mr Jack Wolstenholme, head of the school, said that the governing bodies of all the city's schools had agreed to support the decision to ban the cane to make it individual.

He added: "The issue of corporal punishment - but I should be able to do ourselves whether we have it or not."

He said that he doubted if the school could legally continue after the vote of its three parent governors. Parents at the school had been asked to vote on the issue.

The decision to abolish punishment in schools was made by a full council meeting last night and will be brought into effect in stages.

He enters an area of education where perhaps the most important decisions - on spending - have already been taken. All he can try to do is to stop the cuts getting any worse. But, as an acknowledged "wet", he has already made it plain to officials that he will be defending his budget very stoutly against any further raids by the Treasury.

Does he actually think that higher education can take any further cuts?

THE TIMES EDUCATIONAL SUPPLEMENT 2.10.81

Biddy Passmore meets the new minister for higher education

The austere inheritance

Mr William Waldegrave, the new minister responsible for further and higher education, sits in the office on the twelfth floor of Elizabeth House previously occupied by Mr Neil Macfarlane, formerly minister for 16 to 19 policy and science and now Minister for Sport. His private office is staffed by two former members of Lady Young's office and one from Dr Boyson's.

Yet, despite these strong reminders of the old ministerial team, Mr Waldegrave is out to take a fresh look at things. After all, this is his first ministerial job. And he is helped in his task by a first-class mind, trained at Eton, Oxford and Harvard, and a familiarity with the wily ways of Whitehall acquired while he was working in the Think Tank. He will not be easily gulled by

What does he see as the main problem to be solved in higher education? "The management of higher education as a whole, both in the maintained and university sectors, and the undoubted strain inevitably put on the present structures by the limits on finance."

Does he see, perhaps, mean an umbrella structure covering both sectors? He cannot yet say. "But we are clearly not in a position to make across-the-board judgments and one obvious question to be asked is - is that sensible?"

He is under no illusions about the difficulty of reaching agreement on a national body to run the polytechnics and public sector colleges, a headache for all education secretaries and higher education ministers for the past 10 years. Mr Mark Carlisle, the former Education Secretary, published a Green Paper setting out two options in July, inviting comments by November and envisaging a statutory timetable, with legislation in 1982-83 at the earliest.

Reactions to the Green Paper will now land on Mr Waldegrave's desk. But, whether the new ministerial team opts for model A, the local authorities' scheme, or model B, the DES scheme, or goes for a different solution, Mr Waldegrave is well aware of the urgency with which a central planning tool is needed. "Even if by some miraculous process all the parties were to agree,

Mr Peter Horton, chairman of Labour-controlled education committee, said that plans had been included in Labour's manifesto to consult schools, teachers, parents and pupils about the future of education.

"We didn't ask for it to be a referendum on the subject," he said, "but that's how we chose to interpret it." He said the authority had consulted local organizations and would be making a plea for extra resources to enable them to take more pastoral care in the schools.



William Waldegrave: familiar with the wily ways of Whitehall.

setting up a whole new structure takes time", is his impatient remark. All members of the new team will be expected to bend their minds to the problem because, says Mr Waldegrave, Sir Keith Joseph likes to work in a collective way. Meetings of all education ministers are frequent. "There is lots of cross-fertilizing of ideas," he said approvingly.

One bias the new higher education minister brings to his job is an instinctive dislike of the width of the "binary divide" - the gulf between university and non-university higher education. "If I were designing the system from scratch I wouldn't want that to be so distinct", he says. "It produces some odd and anomalous results. There should be a range of applied and non-applied things in both sectors."

The division between the two results, he thinks, in a number of oversimplifications, including an over-simple interpretation of what is meant by a "centre of excellence" - that phrase so dear to Conservatives.

"It can mean excellence at different things," he argues, "not necessarily research fellows at Trinity College, Cambridge. The argument that some institutions taking students with low grades and educating them well are adding more to the education system is a strong one."

Could that, perhaps, be an oh-so-discreet dig at the UGC's treatment of Salford?

NUT boycott of top community home post may prove test case

by Richard Garner

The boycotting of a top post at a community home could become a test case in a dispute over whether applicants should be paid teachers' wages and receive their conditions of service.

The National Union of Teachers has decided to boycott the post of head of assessment at Wandsworth's Royal Philanthropic community home in Redhill because the authority has advertised the post under social services care workers' conditions instead of under teachers' pay and conditions.

The move is in line with a recommendation from local authority employers nationally which urges individual authorities to take the decision to change the status of such positions "unilaterally".

If the post had been advertised as a teaching post, the applicant would have received £13,032 a year and 14 weeks annual leave as opposed to £12,999 and only six weeks annual leave.

A spokesman for Wandsworth borough council said it was felt the post required residential care work and the decision to change its status merely corrected an anomaly.

Teachers' leaders are worried that, if Wandsworth gets away with the change in status other authorities will follow suit in the 2,000 community homes in England and Wales, thus ruining teachers' chances of opting for a job in a community home.

The NUT's decision to black the post has received the unanimous backing of other unions involved in the staff side of the body involved in negotiations - and the local government - and the local government white-collar workers' union, NALGO, is also supporting the decision.

Mr Doug McAvo, the NUT's deputy general secretary, said: "If we don't take action now, the opportunities for all teachers to work in community homes could be seriously affected."

Mr Doug McAvo, the NUT's deputy general secretary, said: "If we don't take action now, the opportunities for all teachers to work in community homes could be seriously affected."

Mr Doug McAvo, the NUT's deputy general secretary, said: "If we don't take action now, the opportunities for all teachers to work in community homes could be seriously affected."

Meeting over suspension

Campaigners pressing for the reinstatement of the four teachers suspended from Litherland High School in Sefton have now arranged a public meeting to discuss the case with parents and pupils.

In a statement this week, the defence committee acting for the teachers rejected claims by Mr Eric Storey, the leader of the council, that the school had "a cancer of dissidents", claiming he had been "histrionic, ill-informed and untruthful" in his attack.

Heads 'too keen on suspension'

Headteachers are often too ready to suspend pupils from their schools without thinking of the consequences, Mr Edward Beckwith, the head of a unit for disruptive pupils told the conference.

Mr Beckwith, head of the Kenwood centre in Sheffield, said: "Many heads in Sheffield, for instance, are not thinking seriously enough about where children can go."

Mrs Auriol Watkins, chairman of the Juvenile Courts committee of the Magistrates' Association, added: "The more withdrawal units you have, the more children you will suspend."

She added that she was "deeply concerned" over the number of children who had been refused readmission to their school after having been to a detention centre.

Young rioters could face curfew orders

Courts could be given the powers to impose curfews on young children brought before them on charges arising from riots, Mrs Auriol Watkins, chairman of the juvenile court committee of the Magistrates' Association, suggested.

A curfew, she said, merited serious consideration. "We've had riots with young children aged between nine and 10 taking part in them."

The Government's White Paper on young offenders suggests courts could make out a new order which would allow them to specify a programme of activities

More sexual abuse of children at home

An increase in the number of children aged between nine and 10 suffering sexual abuse at home is worrying social workers, Mr Brian Roycroft, the secretary of the Association of Directors of Social Services, told the conference.

"There are large numbers of children - both boys and girls - who seem to be suffering from some form of sexual abuse," he said.

He said that in many cases, it was the mother marrying again and being conscious that her second husband or "uncle" was having some sort of sexual relationship with one of her children but being reluctant to do anything about it because she needed the security after the breakdown of her marriage.

Barlier, Mr Eric Bolton, a senior chief inspector with Her Majesty's Inspectorate, has told the conference that the "silence" he had heard about the inner city rioting was: "How can it be unemployment that's to blame when the children taking part are 13 or 14?"

He said the "despair and hopelessness" generated by unemployment had made its impression felt among children in the lower age groups in the areas particularly badly affected.

"She is going to be reluctant to give evidence but certainly we are seeing more and more of this kind of evidence."

Mr Roycroft warned head teachers that they could tell if a child was at risk in this way by looking for bags under the eyes or drowsiness or sleepiness in the classroom - the sort of symptoms of "a teenager in love".

He called for more co-operation between the social services and headteachers so as to give an early warning of children at risk. However, he warned that resources were stretched; the number of people who have contacted social services departments in the past year had increased by 49 per cent.

He said that in many cases, it was the mother marrying again and being conscious that her second husband or "uncle" was having some sort of sexual relationship with one of her children but being reluctant to do anything about it because she needed the security after the breakdown of her marriage.

Barlier, Mr Eric Bolton, a senior chief inspector with Her Majesty's Inspectorate, has told the conference that the "silence" he had heard about the inner city rioting was: "How can it be unemployment that's to blame when the children taking part are 13 or 14?"

He said the "despair and hopelessness" generated by unemployment had made its impression felt among children in the lower age groups in the areas particularly badly affected.

Booklet on project

Teachers responsible for a reading project at a Rochdale school have published a booklet about their work. The project aims to involve parents in teaching reading to children aged between five and seven. It began three years ago at Belfield Community School and has attracted wide interest.

The Belfield Reading Project by Angela Jackson and Peter Hannon, published by Belfield Community Council price £1.

Head is recalled
A secondary school technical department head has been recalled from early retirement because his local education authority cannot find a replacement for him.

Mr Patrick Mitchell left Poole County Secondary School, Bournemouth, at the end of July, but returned to his post at the beginning of this term.

Teacher conference
Teachers from sixth form and tertiary colleges are to hold their first conference next month. It will be at the Church Bridge Teachers' Centre in Warley, Sandwell, on October 17.

Alternatives to monetarism
Four leading economists have been invited to the National Union of Teachers' November executive meeting to outline alternative economic strategies to the present path being taken by the government.

The four are Professor Wynne Godley, Director of the Department of Applied Economics, Cambridge University; Professor A. A. Brown, from the South Bank Polytechnic; Mr John Hughes, from Birkbeck College, Oxford; and Professor Maurice Peston, an expert on local government finance from Queen Mary College, University of London.

One million fewer books

One million fewer school books purchased during the first six months of this year compared with the period last year, research by Educational Publishers Council found.

There was a fall of 6 per cent in books purchased by primary schools and 4 per cent in those purchased by secondary schools. This follows a considerable decrease in the past year.

Mr John Davies, the director of the council, said: "This is rather worrying considering the pressure made by the Government in the White Paper that it wanted book provision maintained and increased by 2 per cent."

Meanwhile, the Educational Publishers Council has released details of a regional study in the North-East of England which shows that spending on books in the region was less than the national average for education authorities.

Does your maths scheme...

- ...have an obvious and consistent structure?
- ...avoid problems of readability?
- ...make clear and accurate record keeping easy?
- ...cater for both the gifted and the slower child?

Peak Mathematics does

Peak Mathematics, Nelson's new maths scheme for 5 to 12 year olds has been written by three experienced headteachers Alan Brighouse, David Godber and Peter Patila. They are fully aware of the mathematical needs of today's primary and junior school children and so have given Peak Mathematics continuity, assessment, extra practice and extension material and have matched the level of language and maths.

Why not assess the material for yourself?

All the material for 5-9 year olds is now available. Four special evaluation packs have been organised to make your assessment easy. Each pack contains relevant material for both pupil and teacher. To obtain your pack simply complete the coupon and return it to us. No stamp is needed.

Material for upper juniors and middle schools (the 9-12 age range) will be available in the Spring.

I am interested in evaluating Peak Mathematics for myself. Please send me the following on 30 days approval.

- | | |
|--|---|
| ☐ Pack 1 (5-7 years)
0-17-421331-X £9.15 | ☐ Pack 3 (5-8 years)
0-17-421333-6 £11.10 |
| ☐ Pack 2 (7-8 years)
0-17-421332-8 £3.55 | ☐ Pack 4 (8-9 years)
0-17-421334-4 £3.20 |

Name _____
School _____
Address _____

Post to: The Peak Mathematics Department, FREEPOST, Thomas Nelson and Sons Ltd., Nelson House, Walton-on-Thames, Surrey KT12 4BR.



RESEARCHLAB

Are your pupils getting the best out of their reading?
Are they using these study skills with confidence?

- skimming
- using an index
- using a table of contents
- using pictures for information
- selecting information
- using a dictionary
- relating information
- finding the main idea
- outlining
- evaluating
- organising material
- note-taking
- finding supporting detail
- noting similarities and differences
- using personal experience

Evidence indicates that effective reading depends on both comprehension and on the application of appropriate study skills. With specific tuition, pupils can develop and extend their study reading and reference skills to become competent in 'reading for learning' across the curriculum.

Teachers and SRA

A Proven Partnership
N.B. SRA Learning Materials now available from SRA.

SRA SCIENCE RESEARCH ASSOCIATES LIMITED
Newtown Road, Henley-on-Thames, Oxon RG9 1EW
Tel: Henley-on-Thames (04912) 5869
Telegrams and Cable: SCIREBUX
HENLEY-ON-THAMES Telex: 848484

I should like to examine RESEARCHLAB.

Name _____
Position _____
School _____
Address _____
Tel _____

Uncertainty over outcome of corporal punishment case

by David Ross

After last week's hearing in Strasbourg of the cases brought by two Scottish parents opposed to corporal punishment, the European Court of Human Rights must now rule whether corporal punishment is part of education and teaching.

It must also decide whether it can reasonably be assumed to be a function of central government and whether parents' objections to it constitute a philosophical conviction.

The court's judgment on these three issues will decide whether the Government is in violation of the European Convention of Human Rights.

Although these three points are now crucial questions, much of the hearing was taken up by representatives of the two parents, Mrs Grace Campbell of Bishopbriggs and Mrs Jane Cosans of Cowdenbeath, arguing that corporal punishment was degrading and a violation of the convention.

The parents object to the use of the "tawse" in Scottish schools and claim the right to send their children to a school which does not use corporal punishment.

Mr Cedric Thornberry, counsel for Mrs Campbell, said children in Scottish schools "live under a constant threat of being beaten... It is realistic, and not in the least fanciful, to suggest that when one of these children is beaten before the class a kind of terror runs through the whole group."

Corporal punishment was an assault on the integrity of the child, he said. "It coerces the child and it may brutalise the child. It could well cause social dislocation or alienation. The practice teaches him that authority is violent and it is to be feared rather than respected."

"It holds out to the young child an idea that it is legitimate for force and violence to be used by the physically stronger on the physically weaker", Mr Thornberry concluded that "it (corporal punishment) poisons the soil for the growth of respect for human rights."

Mr Ronald MacLenn, QC, counsel for Mrs Cosans, said it did not matter that her son, Jeffrey, had not received corporal punishment for the court to find the practice degrading. The threat of such punishment had been there and had Jeffrey Cosans not resisted, he would definitely have been punished.

Mr MacLenn asked for legal costs and damages to be awarded. While there was no question of material damage he thought there should be an award for moral damages. He said: "The boy lost his schooling and was unable to sit his O grades. The suspension was a stain on his character as well."

Despite these pleas it is unlikely that the court will find that corporal punishment is degrading and a violation of the convention. The fact that the European Commission of Human Rights earlier failed to find any such violation will militate against the court doing so. In addition, Mr Thornberry's emotive language seemed to make little impression on the judges.

Mr Brendan Kiernan, leading the case for the European Commission, rejected the idea that the British Government had no responsibility for corporal punishment. The "state", under the terms of the convention, should cover any public authority and its functions.

He said: "It makes no difference whether this is done in the form of legislation, administrative action or

judicial determination, nor can it be relevant whether the domestic authority exercising these functions is an organ of the central, regional or local government."

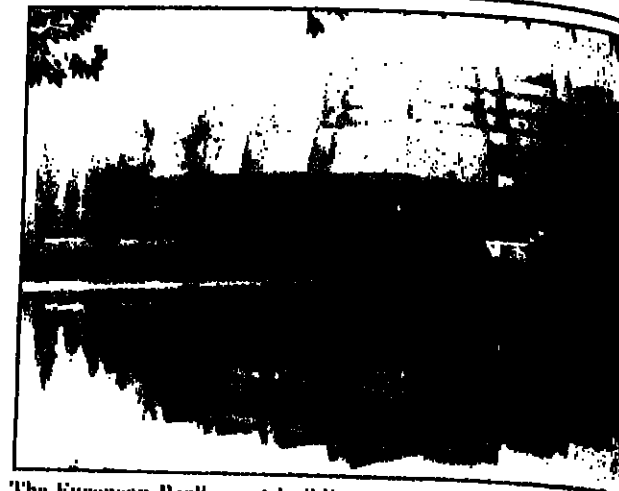
Mr Kiernan said that "... a state cannot avoid its obligation under article 1 (of the convention) by delegating public functions in the field of education and teaching to more or less independent bodies within its own jurisdiction, and in particular the state cannot permit an education authority to make, with teachers, contracts with disregard the Convention of Human Rights."

Corporal punishment was intrinsically linked with the process of education and teaching. Referring to Chamber's encyclopedia, Mr Kiernan said the word education "is generally held to signify the teaching, training and discipline by means of which the young are prepared for the business and the duties of life."

The commission believed the parents' objections to corporal punishment amounted to philosophical convictions and suggested that the term within the convention should not be narrowed down to "a mere protection against the indoctrination of the child by the teacher" (one of the government's central arguments).

A dual system of education would not necessarily have to be established in order to respect parents' philosophical convictions on corporal punishment. General abolition was also suggested.

Mr Carl-Aug Norgaard, from Denmark, presented the commission's minority report which had found no violation of the convention. This finding by five members of the com-



The European Parliament building at Strasbourg: arguments followed the court ruling

mission strengthened the Government's case.

Lord Mackay, the Lord Advocate, could not understand why "moderate physical chastisement" should be considered to be so different from other forms of discipline. A pupil punished by being given extra homework on a bright summer's evening would easily prefer to have been punished corporally.

"Why should punishment of the mind be considered trivial compared to punishment of the body?" said Lord Mackay. He thought this was an important question particularly when the convention was an attempt to safeguard against the indoctrination of the child. Corporal punishment could not be viewed as indoctrination.

Most parents favoured the retention of corporal punishment and this should be respected. If it was held that objections to it were philosophical convictions then arguments in its favour should also be regarded as such.

Lord Mackay stressed that the Government was committed to the eventual abolition of corporal punishment in Scottish schools. This would be achieved democratically

through a consensus of involved.

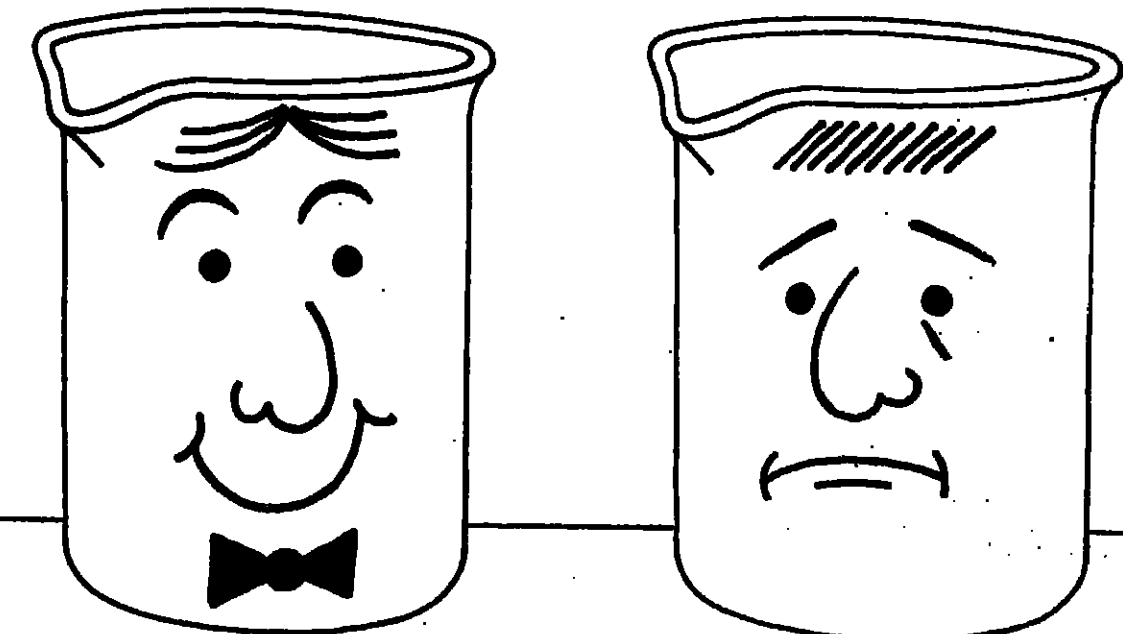
This exposed a stark contrast between the Government's position and the position of the Lord Advocate. Ronald MacLenn QC was out. Why was it the Government to give public opinion and even corporal punishment? The point remained unmade.

The Lord Advocate described the difficulties that would face if he had an education service where some pupils from one million in Scotland at £1.70 million in the UK, provide a dual system of unreasonable police costs.

Overall Lord Mackay seemed to be well-meaning and appeared to be to the emotional appeal of the court. The court's decision to drop the question of corporal punishment was a relief.

It will, however, not meet the claim that the Government was committed to the eventual abolition of corporal punishment in Scottish schools. This would be achieved democratically

No prizes for guessing which one of these two gets left on the shelf:



Ours

An altogether desirable chap. He's got a lovely body - borosilicate glass. A very useful capacity of 250 ml and, whilst he won't bounce if you drop him, neither will the cost of a replacement shatter you.

35p

Theirs

Why should the brand leader look so miserable? He's made of borosilicate glass, just like our own. He too holds 250 ml. Of course, he doesn't bounce, either. Ah, now we understand... he just can't justify the difference in price.

60p

 Hestair Hope

Laboratory consumables you can afford.

I'd like to see your complete range of glassware, plasticware and ironware.

Please send me your 1981 laboratory consumables price list. Hestair Hope Ltd., FREEPOST, St. Philips Drive, Royton, Oldham OL2 6BR. Telephone 061-652 1411

Name

Address

Post Today

NO STAMP NEEDED IN THE U.K.

Sex education duty neglected by parents, says USA study

Fewer than one in eight children receive their first information about sex from their parents, an American teacher says.

Most children, he said, first heard about the birds and the bees from their friends. They were also nearly three times more likely to learn first about sex from their teachers than from their parents.

Yet Dr Michael Carrera, teacher in human sexuality at New York's City University, finds that most young people want to be told first by their parents. In a new book he says

"Parents should not only recognize this responsibility - they should be helped to meet it."

Dr Carrera runs workshops at which couples learn how to talk to their children about sex. He believes that the way it is taught in schools as a separate subject is wrong.

Much more natural, he argues, would be to cover human sexuality in literature and history as well as in the biology class.

Dr Carrera's book, *Sex, The Facts, The Acts and Your Feelings* is published by Mitchell Beazley.



Canvassing for support: Mr Rod Taylor, Wigan's art adviser, explains the finer details of painting to his own and other people's work.

Doubts over need for Open Tech

Doubts about the demand for an "Open Tech" are voiced this week by the Further Education Staff College, Coombe Lodge, Bristol.

An Open Tech programme is proposed on the assumption that a significant yet unsatisfied demand exists for craft and technician level courses, the college says. Yet FESC believes that the level of unsatisfied demand for this sector of educational provision has still to be established and may not prove to be as significant as is sometimes argued.

In a comment on a consultative document from the Manpower Services Commission, the college also emphasizes that if a series of nationally-produced and validated learning packages were produced for benefit students on conventional college courses.

Nearly one-tenth of new graduates are jobless

by Bert Lodge

Almost one in 10 university graduates are now unemployed. But this is mainly because of the increased output from universities rather than because fewer jobs are available.

The figures, published by the Universities Statistical Board for the University Grants Committee, put the home first degree candidates in 1980 under nine subject headings. Those with an arts degree other than law of those believed unemployed percentage 11.8 per cent. They are followed by language and associated literature graduates with 11.6 per cent and science with 10.5 per cent.

Unemployment among graduates of medicine was lowest with 6.5 per cent. This is the only subject area showing no increase in unemployment among recent graduates. More than 5,000 graduates who came out of college in June and July 1980

were still unemployed in December. This compares with 4.5 per cent in 1979.

The total number of graduates from home universities last year was 67,366, an increase of 2.4 per cent over the 65,741 of the previous year. But there was no growth in the opportunities to match the output of universities.

After a year of unemployment, the largest percentage of graduates with 7.2 per cent were those of the higher education in 1979 and 1980.

First destinations of graduates, 1979-80. Universities Statistical Board, 1981. Box 40, London E1 4 5T.

FOR JUNIOR, MIDDLE AND SECONDARY SCHOOLS

ARITHMETICAL TABLES made interesting... at last!

A NEW BOOK BY GEOFFREY WHITEHEAD, B.Sc. (Econ.)

Contains most of the tables a child needs to know and several pages of sample questions designed to challenge the child and develop automatic responses to questions of multiplication and division. Each table is illustrated for a quarter hour each day, a full year's interest and help them quickly to master arithmetic.

Price 60p. per copy inc. p.&p.

To George White Ltd., Dept. 16, Freeport, Heston, Middlesex, W.5 2PU. (01-874 2222)

Please send me an illustrated table book in full price. I enclose cheque/£1.00 for 10p.

NAME

ADDRESS

POST CODE

BLOCK CAPITALS PLEASE

Sixth form college successes

Students taking A levels at sixth form colleges achieved results approximately as good as those at grammar and independent schools in the last academic year, according to the latest statistical bulletin from the Department of Education.

More than half the 27,600 sixth form college leavers taking exams in 1979-80 got one or more A level passes - the same percentage as those at grammar schools where 12,500 out of 24,000 got such a result.

In independent schools 32,800, or 57 per cent of leavers, passed one or more A level. About 54,700 pupils leaving comprehensives - 12 per cent - got similar results. And of the few pupils educated in direct grant schools 77 per cent of the leavers, or 9,200, achieved this result.

The statistics show that about a quarter of all leavers had an A level pass or five or more high grades at O level or CSE - a proportion which has held constant over the past five years.

The proportion of students leaving school with other GCE and CSE grades continued to rise and between 1974-75 and 1979-80 while the proportion of all school leavers with no graded results fell from 19 to 12 per cent.

Over the past five years there has also been a small but steady increase in the proportion of girls going on to degree courses and to full time A level courses in further education colleges. In the past year 40 per cent of sixth form leavers went on to degree courses.

Over 75 per cent of school leavers attempted English and mathematics at O level or CSE and these were the most popular subjects taken at A level. However there were great differences between the choices of boys and girls - with maths only the sixth most popular subject for girls at A level and English the eighth most popular subject for boys.

The statistics are based on a sample of all school leavers, qualifications and destinations.

Department of Education statistical bulletin, English school leavers 1979-80.

Top teacher union post attracts 20

Twenty people have applied for the job of succeeding Mr Terry Casey as general secretary of the National Association of Schoolmasters/Union of Women Teachers.

Most of the applications come from outside the 125,000-strong union. However, it is likely that the successful candidate will come from within with Mr Fred Smithies, the union's deputy general secretary, at present tipped as favourite.

A short-list from the applications will be compiled within the next few weeks and the union's executive committee will nominate the candidate of their choice in November.

English and physics teachers reveal misgivings over boards' proposals

Concern over plans for exams

by Bob Doe

Considerable disagreement surrounds the exam boards' first attempts to plan the new 16-plus exams in various subjects.

Four documents laying out the boards' collective views on what the new exams in French, English, physics and history should look like have been sent to all schools.

There are signs already of serious misgivings among English and physics teachers about what is proposed. And even among the exam board representatives there was some unresolved disagreement about the French and history proposals.

The history panel failed to agree on the crucial question of how much school-based assessment should count for, whether they could replace written exams or whether they

should be compulsory.

The French team could not agree on whether the aims of a course should be laid down by exam boards or left to the school. The French document does not back the new graded test approach to language teaching and assessment as some teachers had hoped, although it does not actually rule it out.

This year, it is said, as many pupils took graded tests in French as took O levels.

The four documents produced by the boards are drafts of the "national criteria" the Government says the new exams should all comply with to ensure comparable standards are applied nationally to all subjects bearing the same name.

Originally eight papers were expected by this time. The draft

mathematics criteria were not agreed in time and attempts at criteria in the other three subject areas (type-writing, woodwork and needlecraft) foundered because the subject area definition was felt to be inadequate. These three have now been more broadly defined (as office skills, craft design and technology and home economics).

The boards want schools and teachers associations to comment on these drafts. A revised version of them will then be submitted for government approval next summer.

English criteria drafted by the boards envisage a choice of separate or joint language and literature exams and stops short of suggesting compulsory oral exams. These are

directly contrary to the wishes of the National Association for the Teaching of English, though the boards are prepared to accept another of the English teachers' priorities, assessments based entirely upon course work.

The boards do not envisage the different papers for different ability groups will be necessary in English. The English working party registers its "disquiet" at the plan to drop the new exams for the top 10 per cent of the ability range in English who the vast majority of 11-year-olds are entered for this exam.

Draft French proposals emphasise that French courses at this level should be to teach practical, even day communication in the language

Research foundation told to draw on capital reserves

by Sarah Bayliss

The National Foundation for Educational Research has had its grant from local government cut by one third for the coming financial year, and has been firmly told it must draw more heavily on its capital reserves.

The Schools Council will also receive slightly less than it asked for in the annual share out of cash agreed by the local authority associations. However, no grants have been stopped this year and the further education staff college at Coombe Lodge, whose future was in doubt last year, has received a significant increase on last year's grant.

Representatives of the policy committees of the Association of County Councils and the Association of Metropolitan Authorities met last week to thrash out the grants for four educational bodies and agreed on a sum totalling almost £3m.

That money, known as Section 56 (9) money, since it comes under that section in the Local Government Act, will be deducted from next year's rate support grant before it is distributed locally.

The NFER, which depends for one third of its cash on local government and gets two thirds from fees for sponsored research, learned last

week it would receive £300,000 from local government rather than the £451,000 it had asked for.

Mr Alfred Yates, its director, said there was a clear message that services must be used in the coming year since that was what had pressed local authorities were having to do. "The message has not been that we must reduce our activities."

He said that while some savings would have to be found the local authorities had not been unreasonable. "The deal has always been that if they're suffering from cash limits and so on then so must we."

The Schools Council will receive a grant of £1.8m next year, compared with the £1.978,100 it requested. The rent on its West End offices is doubling and a spokesman said this week it would have to consider moving.

It is understood that Mr Ian Coult, finance chairman of the ACC, personally argued for almost halving the Schools Council grant but his colleagues did not support him.

Coombe Lodge is to receive £444,000 next year and the National Institute of Adult Education will receive £29,000 - the amount it had requested.

Open door to discussions

An open invitation to join in the discussions on the future running of the Social Science Research Council comes out today, in the form of a "white paper" on the SSRC's structure as previewed in last week's TES.

The document makes it clear that the council sees the discussion as limited to details of the new arrangements, which will merge the present 15 subject committees into six multidisciplinary boards, with a stronger commitment than at present to research aimed at specific problems.

The kind of questions still open for discussion are how membership of the new boards should be decided, how research proposals should be refereed with fewer specialists on committees, and how separate academic disciplines should be fitted in.

Comments are welcome from all users of social research, and not just from academics. The SSRC asks for outline arguments and proposals by November 20 1981, though later comments will be welcome.

A Change in Structure for Changing Circumstances. Available from the Social Science Research Council, 1 Temple Avenue, London EC4Y 0BD.

Girls lose fight with Kent

by Hilary Wilce

The parents of two 16-year-old Kent girls have lost their long battle to have their daughters join the sixth form of a boys' grammar school.

This week the Secretary of State upheld Kent County Council's ruling that the girls could not go to Chatham House School. Letters sent to the parents said that until the new schools admissions provisions of the 1980 Education Act came into force next September, local authorities were not obliged to comply with parents' preferences for different schools.

Kent County Council argued that although a handful of girls have attended Chatham House since the 1960s, it had not been aware of this. Now that it had to make a policy decision about the matter, its decision was that girls could not go to a boys' school.

Sara Giffin was a pupil at Duncourt Technical High School in Broadstairs, but wanted to switch to the school where her father is head of humanities. Victoria Keates was a pupil at Clarendon House Girls' Grammar School in Ramsgate.

Her mother, Mrs Elizabeth Keates, is planning to raise the decision with the Ombudsman.

Plea over birching

STOPP, the anti-caning pressure group, this week urged the Council of Europe's Committee of Ministers to save a 16-year-old boy from the Isle of Man from a birching. The boy, Hugh O'Callaghan, is appealing against his sentence of four strokes of the birch for an assault on Monday.



Firework display of talent at Westminster

Down in the cellars of the Palace of Westminster this week, the fifth of November was remembered in a unique way, with the presentation of prizes to the winners of the National Fireworks Safety Poster Competition.

Overall winner Rachel Charley (left) is pictured receiving her prize from Mrs Sally Oppenheim, Minister for Consumer Affairs. Her poster will be one of three used in the Department's 1981 Fireworks Safety Campaign, and some 40,000 copies are to be distributed to schools and building society offices throughout the country.

1981 Handwriting Competition

Win £250 for your school to buy equipment

Over 200 individual and school prizes open to all young people 7 - 14 years (incl)

The Church of England Children's Society is celebrating its Centenary throughout 1981 and marks the event by sponsoring a Handwriting Competition to raise funds for its work of putting Children First at all times.

For further information and entry forms: Education Department, Church of England Children's Society, Old Town Hall, Kennington Road, London SE11 4QD. Tel. 01-735 2441

Broaden definition of entry qualifications, ex-principal says

Breaking knowledge barriers

by Bert Lodge

"Life experience" should be classed as an academic qualification for going to university and part-time study should have the same status as full-time, says a former principal of a teacher training college in a book out this week.

In *The Knowledge Revolution*, Mr Norman Evans, formerly principal of Bishop Lonsdale College, Derby, also calls for a massive expansion of credit transfer, where qualifications gained at one college are accepted by another so the student's course can proceed without interruption.

Mr Evans ridicules the idea that the only people suitable for higher education are those with two passes at A level. Nor should broadening entrance requirements stop at simply accepting other examination passes. "It means first finding out what people know irrespective of how they have acquired that knowledge," he writes.

"Second, it means providing an ante-room to degree study as a proving ground for those who are determined to attempt it but appear to have little else to offer as evidence of their suitability."

Universities have procedures for admitting mature students without formal qualifications, Mr Evans con-

cedes, but adds that some universities are not keen on it as others and the total accepted in this way is small. No more than 15 per cent a year are admitted without formal matriculation requirements to degrees in polytechnics and colleges validated by the Council for National Academic Awards.

Besides upgrading experience, another way of extending present entry requirements would be an "ante room" of one year in the college for the strongly motivated but unqualified student with admission to the degree course delayed until the start of the second year.

"Since the logical consequence of 'late developers' means that any formal system will exclude some people wrongly, simply allowing those with strong enough motivation to take the risk of beginning and later being rejected increases opportunities for individuals while guarding academic standards."

This type of student should be able to relate what he studies to the life experience he has already acquired, Mr Evans believes.

Mothers who have made systematic study of child care and nutrition, adults whose hobbies have developed their knowledge of solar heating or

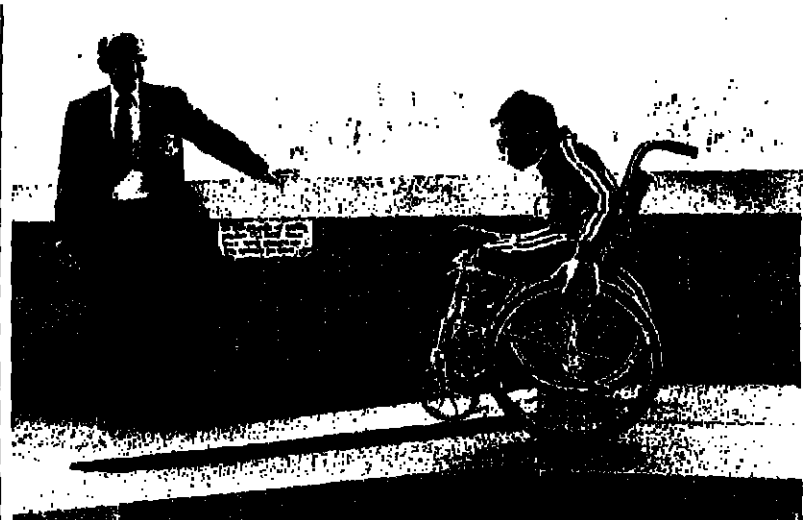
local history and others who have taken part in voluntary activities or local government - "from all these activities volunteers may acquire knowledge which not only stands as an adequate entry qualification but also identifies the area of further study."

This may mean that the student's course will have to be planned on an individual basis for independent study but this has already been introduced successfully at one or two institutions, Mr Evans points out.

The very small provision for credit transfer is a serious discouragement to the part-time student. Yet they should be brought into the mainstream of academic work. This will never happen however until mandatory grants are associated only with full time students.

"One simple approach would be to award an entitlement for financial support for a given period of full time study or its part time equivalent to each man and woman at the point when they began a higher education course."

The Knowledge Revolution by Norman Evans. Grant McIntyre. £4.50 paperback, £10.95 hardback.



Wheelchair skill at the Royal Festival Hall.

Certificates for safety

Six children from the John Jamieson School for Physically Handicapped Children, Leeds, are the first to gain awards under a new scheme launched by the Royal Society for the Prevention of Accidents.

The children demonstrated their new skills including wheel chair maintenance and manipulation at the Royal Festival Hall in London and received their certificates from PC Philip Olds who is confined to a wheelchair after injuries resulting from a shooting incident.

The idea for the wheelchair proficiency award was developed at the John Jamieson School by teacher, Mr Harry Mason.

He said: "One of our main objectives is to try to give our children as much independence as possible. From our observation of chair-bound children we formulated ideas of what they needed to learn if they are to use their wheelchairs efficiently."

The RSPCA Education Department Teachers' Courses at Mallydams Wood Field Centre Fairlight, Nr. Hastings.

This Centre offers you
A quiet 24 Hectare woodland site with undisturbed Flora and Fauna in many interesting micro habitats.

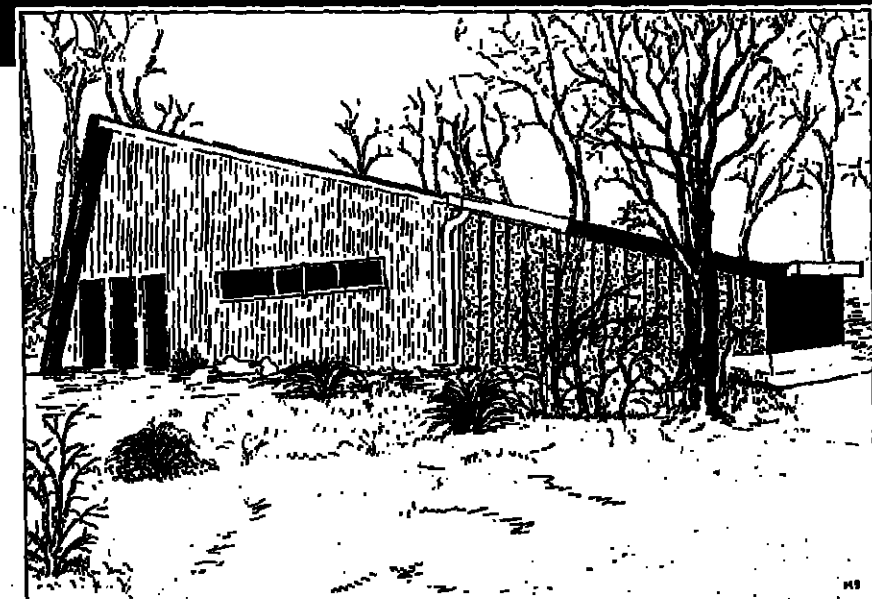
Spacious laboratory space and modern equipment.

Reference library with up-to-date publications.

Experienced teaching staff who will make your course applicable to your own teaching situation.

Wide variety of local freshwater, rural and seashore habitats.

Interested?
For a full colour booklet complete coupon.



Residential
Weekday or weekend courses at very moderate cost on self-catering basis.

Day Courses
Arranged for teachers with specific ecological or biological interests.

The RSPCA Education Department, Causeway, Horsham, Sussex RH12 1HC.

NAME	
ADDRESS	
PARTICULAR COURSE INTERESTS	

THE RSPCA

Part-time degree

Lancaster University is offering a degree which can be completed by part-time study. A year ago, part 1 of the degree was made available on a part-time basis; this year the part II course in independent studies, can also be taken part-time. Independent studies is designed to allow students flexibility in planning degree subjects.

New magazine

A new monthly magazine called *Network* has been launched by the Community Education Development Centre, the national agency based in Coventry. An American charity has provided finance in order for the project to continue next year and Marks and Spencer has paid for free distribution of 8,000 copies of the first issue.

"We can do it now!"

Argument on some good practices in science technology and arts in schools.

Available from the Publicity Section of the

Equal Opportunities Commission

Dept TET, Oneos House, Quay Street, Manchester M3 3HN

Advisers join the high-fliers

Advisers are often accused of having their heads in the clouds. Last week the National Association of Inspectors and Educational Advisers proved the point. Part of the NAIEA annual conference was a flight over Surrey to sample the county's flying classroom scheme which has given more than 1,000 middle and secondary school pupils a bird's eye view of the environment they are studying. The inspectors flew from Farnborough Airport in a Britten-Norman Islander.



MP warns of long-term cuts damage

Cuts in higher education spending are likely to lead to Britain forfeiting its highly qualified personnel of the future. Mr Jack Straw, Labour MP for Blackburn and a former president of the National Union of Students, told a conference at Leeds University on "Graduates in the 1980s".

He attacked a claim by Dr Rhodes Boyson, junior education minister, during a House of Commons debate in July that the cuts had led to a switch from arts to technology and science in universities.

He said the claim "flies in the face of the fact that the very institutions which concentrate on technology are being hit hardest" with Aston University - with the best graduate employment record in the country - facing a cut of 22.1 per cent.

Local action key issue in election for top NUT posts

by Richard Garner

The battle for key posts in the top hierarchy of the National Union of Teachers will be hotly contested this winter with eight people fighting for the two vice-presidency posts. The posts of senior and junior vice-president of the union are open - and each person selected for the posts will automatically go on to become the NUT's president.

A crucial issue in the campaign will be the national leadership's clampdown on members said to have taken part in unofficial industrial action. The Left of the union will be fielding three candidates for the two posts: Mr Mike Loosley, president of the Inner London Teachers' Association; Mr Bernard Regan, who came out top in the ballot for the vacant

executive post created by the decision to suspend Inner London member Mr Dick North from union office and membership but whose victory is currently being challenged, and Mrs Susan Elliott, from Ossett.

They believe the union should scrap the rules which forbid any local association or branch of the union to take any action without having it officially sanctioned beforehand by the union's action committee. They want the NUT to become more widely involved with other public service unions in fighting cuts in education spending.

Five current members of the NUT are also contesting the post: Mr Peter Griffin, from Wales, Miss Betty Lynn, from Cardiff, Mr Ian Morgan, from Preston; Mr Bob Richardson,

general secretary of the Inner London Teachers' Association and chairman of the union's action committee, Dr Walter Roy, from Norwich, and Mr Don Winters, from Newcastle-upon-Tyne.

Mr John Gray, the union's treasurer, is also being challenged by two opponents for his job. They are Mr Dave Pictou, from Lewisham, and Mr Douglas Beeken, from Hillingdon.

A teachers' leader has been selected to serve on the TUC's powerful economic committee. It will be the first time that Mr Fred Jarvis, general secretary of the National Union of Teachers and a member of the TUC's general council for several years, has served on the economic committee.

Computer plan for grants is rejected

The Association of County Councils has rejected the suggestion of Sir Derek Rayner, Mrs Thatcher's watchdog on waste, that student grants should be administered by a central computer - no longer by local education authorities.

But the association has welcomed Sir Derek's alternative proposal to study the present system with a view to streamlining it.

"We would entirely support any move to simplify the very complicated regulations for student awards", Mr Alistair Lawton, chairman of the Association's education committee, said last week. "Any streamlining of the present system would help L.E.A.s to improve their efficiency while leaving the responsibility for administering student awards with the accessible local authority offices."

Centralized operation of the system would not allow the student to get local advice for what were sometimes very difficult personal problems, Mr Lawton said.

Central government already reimburses L.E.A.s for 90 per cent of the cost of mandatory grants, which cover most students in higher education.

'Secure future for young' plea

Teachers cannot afford to stand by and let the rest of society deny their pupils the future they have worked so hard to provide, Mr Jack Chambers, president of the National Union of Teachers, told the annual All-Wales meeting on the union at the weekend. Mr Chambers said that the economic and social prospects for the 1980s were "apocalyptic" and the NUT could

not afford to stand aside from the political questions that thinking people were asking.

He added: "Above all else as teachers, we work to see our pupils during their life at school being encouraged to believe that they have a future. We must not allow the rest of society to deny them what we have worked so hard to provide."

Call for network of FE centres for the deaf

by Sandra Hempel

A system of regional centres for the further education of deaf young people is called for by The National Deaf Children's Society.

The society also wants the Government to take more practical steps to employ people whose hearing is impaired, to end discrimination against them and to make the disabled the first priority for employment.

At the society's recent annual conference delegates condemned the lack of a cohesive FE policy for the deaf. Facilities varied from area to area and it was difficult for youngsters to get the training that would lead to a job. By the normal school leaving age, youngsters with hearing difficulties still needed basic education and help which was seldom available.

Further education centres should offer a wide range of skills, concentrating particularly on those jobs which did not need high levels of

communication. Hairdressing was a popular skill in this category.

The society believes that most of the teachers needed to staff the centre could be found among present teachers of the deaf.

Delegates were particularly concerned that the Government might be about to reduce or abolish the present legal quota of disabled employees that larger firms must employ.

Lady Young, architect of the special education Bill which should become law in November, said that the Government planned to keep spending on special education at present levels despite an estimated drop of 10,000 in the number of handicapped people needing aid over the next four years.

Lady Young told delegates that voluntary organizations would be asked to give their views on how to make the new Act effective at a conference in the New Year.

BBC and OU link on adult teaching

The BBC and the Open University are cooperating in an international project to provide training materials for part-time teachers of adults in western Europe. Britain, Austria, Denmark and West Germany are taking part in the programme, which was initiated by the Council of Europe.

Two pilot sets of materials will be in production next year. The first video-tape shows British students taking part in the special adult learning programme in Bedfordshire, attending a craft course in Lancashire, and a pre-retirement course in Scotland.

15,000 jobs plan

Birmingham City Council and Aston University are to create 15,000 jobs in a joint scheme. The authority is to spend £2.5m on a science and technology development centre for which Aston will provide management and consultancy services.

A 3.5 acre site next to the university has been earmarked for laboratories to be offered to small firms developing sophisticated products.

UGC attacked over drama studies

The Standing Committee of University Drama Departments has accused the University Grants Committee of showing a hostile and "disproportionately harsh attitude" to theatre studies.

In a response to the recent UGC recommendation that seven universities - East Anglia, Exeter, Hull, Kent, Lancaster, Warwick and Leeds - consider closing their drama departments, SCUD says that drama has been singled out for worse treatment than any other arts subject, with the possible exception of Russian.

Under these circumstances it is natural to question the quality of advice taken by the UGC with regard to the departments in question and the subject as a whole, the statement says.

"It is relevant that no member of the UGC or its arts sub-committee has any direct experience of teaching in a university drama department

and that in some cases no UGC visitation to the university concerned had taken place for six years or more."

If members of university drama departments are to be prepared to accept sacrifices they have a right to know if the true nature and scope of their subject and its contribution to academic life was properly understood by those who recommended its removal from the syllabus of so many universities, SCUD says.

Cadbury's

National Exhibition of Children's Art 1982

Please send me full details of the exhibition and the special illustrated planner/wall calendar.

NAME _____

POSITION _____

SCHOOL _____

ADDRESS _____

Send coupon to: Cadbury's National Exhibition of Children's Art 1982, Dept. TE2, Granby Marketing Services Ltd., School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ.

If you think one of your pupils could pick up an award, pick up a pen.

Once again, it's time for your pupils to put their artistic talents on display.

Our distinguished panel of judges, led by Dr. Harold Riley, is looking for the finest examples of art and crafts from artists aged between 7 and 17 for inclusion in the Cadbury's National Exhibition of Children's Art, which will be touring the country next year.

They'll also be making awards for particularly outstanding work. The children who impress them most will be taken on a guided tour of the great art

centres of Italy, and their schools will get art education grants of £500.

Further grants of £250 will go to schools entering work of special merit from a group of children. Up to ten artists in each category will be awarded £20 personally and £50 for their school.

And every child whose work is chosen for exhibition will receive a certificate.

For full details of the awards and how to enter, please send in the completed coupon together with a stamped addressed 10"x7" envelope.

Cadbury's

National Exhibition of Children's Art 1982

Courses

UNIVERSITY OF DURHAM SCHOOL OF EDUCATION

The School of Education will be offering the following taught courses during the academic year 1982-83:

Diploma in the Education of Young Children (One-year Full-time). This course is designed to offer experienced practitioners the opportunity of preparing themselves for responsible posts concerned with educational provision for children between 3 and 9 years of age. A basic course in Child Psychology will be illustrated by studies within: Pre-school Play Group Movement; Nursery Schools and First Schools.

Diploma in Primary Education and Diploma in Remedial Education (One-year Full-time). These courses are designed for experienced serving teachers and lecturers in Colleges of Education. They are based on a common core of educational studies including an examination of current educational theory and its curriculum implications. In addition, there are separate and more specialised studies in any one of the following areas: Language Development; Reading and the Curriculum; Mathematics, Science and the Curriculum; Drama; Environmental and Social Studies. All students study the problems of compensatory education within the context of their general studies.

Master of Arts in Education (One-year Full-time). The course for the M.A. involves the theoretical study of three aspects of education and the degree is awarded on the basis of performance in a written examination. Options available are as follows: Comparative Education; Drama in Education; Educational Law and Administration; Further Education; Guidance and Counselling; History of Education; Philosophy of Education; Physical Education; Psychology of Education; Science and Mathematics in Education; Sociology of Education.

Certificate of Further Professional Studies (One-year Part-time). Careers Education. This course is planned to meet the demands of those involved in careers education, preparation for life courses, and life skills courses. Its rationale is found in several documents recently published by the DfES and the Inspectorate.

Craft and Design in the Curriculum. The course aims to investigate a series of practical processes associated with the traditional skill-based craft curriculum. In order to establish how these can be used to advantage in innovative situations. The intention would be to introduce these processes through school based projects and activities with an emphasis on "Designing and Making".

Man, Textiles and Society. This course is designed for qualified primary/middle/secondary teachers, including teachers of Art, Domestic Science and Needlework and will cater for all levels of experience. It is designed primarily for the development and understanding of the principles and methods of making textiles and will provide for an exploration of conceptual systems, processes and materials with particular reference to woven and non-woven textiles.

Micro-Computers in Schools - An Introduction. The course is designed as an introduction to the use of micro-computers in schools for teachers who have no previous experience of using micro-computers, but wish to use them in their own subject area.

Primary School Mathematics Course (One-term Full-time). This course is a one-term full-time in-service course for teachers. It is designed primarily for developments in mathematics projects in schools and the assessment of these developments for teaching and learning mathematics, particularly in primary schools.

Further details may be obtained from the Secretary, School of Education, Leazes Road, Durham, DH1 1TA.

Courses

CAMBRIDGE INSTITUTE OF EDUCATION

CE

ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Applications are invited from serving teachers with at least three years' teaching experience for this one-year full-time course in which students follow two main studies, or one main study and three supporting studies. Main studies available in 1982/1983 include: -

Psychology in relation to education
Philosophy of education
Sociology of education
Education of children with learning difficulties in ordinary schools
Educational psychology with reference to children with learning difficulties
Children in need of special education

Child development and learning from 3 to 13 years
Mathematical studies
Literacy
Curriculum studies for teachers of children of 5 to 13 years
Educational measurement and basic statistical methods in educational research
Contemporary thought and practice in the secondary school

SHORT COURSES

POLITICAL EDUCATION IN SECONDARY SCHOOLS
13-15 November 1981
Course Director: Chris Brown, West Midlands College of HE

MAKING USE OF TEACHERS' RESEARCH
27-29 November 1981
Course Organiser: John Elliott, Cambridge Institute of Education

PASTORAL CARE AND PUPIL PERFORMANCE
25-28 March 1982 (I) 2-4 July 1982 (II)
Course Director: Douglas Hamblin, University College of Swansea

Further particulars available from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

Avery Hill College

B.Ed (Hons) Special Educational Needs (C.N.A.A.)
-One year full-time and one term part-time

An in-service specialist degree course for teachers in ordinary and special schools and units concerned with the education of children with special needs.
This replaces the previous diploma in the Education of Handicapped Children (C.N.A.A.) (Full-time).

Diploma in Professional Studies in Education (Learning Difficulties) (C.N.A.A.)
Two years part-time

An advanced course for teachers in ordinary and special schools and units concerned with a wide variety of children with special needs.
This replaces the previous part-time Diploma in the Education of Handicapped Children (C.N.A.A.) and is transferred from the College Avenue to the main Avery Hill site.
Early applications for the next academic year are advised. Further details and forms may be obtained from the Registrar at Bentley Road, London, SE9 5PD.
Teachers seeking accreditation should also apply to the employing authority as soon as possible.

School to work

Edited by Mark Jackson

Spend on the young - or on the ravages that result from their frustration, warned Labour front benchers and party activists alike at this week's party conference pouring scorn on the Prime Minister's denial that unemployment lies at the root of the inner-city unrest. But, away from the crash of the political broadsides, there is a growing consensus on the need to provide constructive vocational

programmes for the young. It is expressed in the views now coming from industry and education in response to the Manpower Services Commission's New Training Initiative proposals; and, more urgently, in the warnings from those close to the Youth Opportunities Programme that something must be done before the present schemes collapse.

The urgency is such that, without

waiting for the big formal decision that have still to be made, Government and local agencies are edging corners to set up NIT vocational preparation schemes to replace YOP. We know it. And revealingly, it is Liverpool - as a result of direct ministerial action following the riot, that the biggest strides towards a New Training Initiative are being made.

Builders may get YOP deal



Mr Heseltine: Liverpool plan paid the standard YOP allowances and get education on day release. Mr Heseltine hopes that the scheme will be running by early next year. Mr Derrick Phillips, training director of the National Federation of Building Trade Employers, said this week that many building firms would be bound to be interested in principle, and that there seemed to be nothing about the proposal that was not compatible with the industry's existing training schemes.

Plans are being made, also as a result of Mr Heseltine's visit, to set up five technological, information centres - the specialised workshops that teach information technology to the young unemployed and give them experience in using and making

equipment, some of which is sold industry. The centres, whose annual costs of around £10,000 each will be shared by the Manpower Services Commission and the Department of Industry, will take 35 youngsters each, including many with no educational qualifications.

Another proposal is for the large scale refurbishing of council houses. This could provide places for a much larger number of youngsters.

Mr Peter Rimmer, the MSC's manager, said this week that others are coming in fast from employers provide places in another scheme under which youngsters will get a year's training in office and other commercial skills. There are already 350 places, and it is hoped to reach 1,000 by Christmas, with possibly double that number during next year.

But Mr Rimmer says that the object of the new schemes is not simply to get more of Merseyside's 300 young jobless - half of whom are already in YOP - off the register. "Our main aim is to improve quality, and we are in fact placing the approach to vocational preparation set out in the New Training Initiative," he said.

Trainees get opportunity

Unemployed youngsters who cannot obtain apprenticeships in building are to be offered a year of training under a nationwide scheme for the Youth Opportunities Programme. They will be given a mixture of experience on building sites and training at colleges or training centres in the traditional building crafts.

The Construction Industry Training Board, which is starting the scheme this month, has insisted that the YOP youngsters should meet the normal entry standards for apprenticeships if they want to take the full one year course. There will also be a six month course in general construction operations - the term the industry uses for its unskilled workers.

The board says that it will try to place the youngsters on both types of course in building jobs at the end of their YOP training; the longer course will serve as a foundation year for those who obtain apprenticeships. The choice of crafts offered to the trainees will depend on local facilities; the board expects that the scheme will use some of the space capacity in many colleges.

The board in an official announcement this week, said that the Manpower Services Commission, which was paying for the scheme had placed no limit on its numbers; but the Manpower Services Commission says that it is limited to 750. The board said this week that there is no limit to the numbers, but the Manpower Services Commission, which is paying for the scheme, says that for the one year course, it is sanctioned only 750 places. The National Federation of Building Trade Employers, who drew up the proposal got the Employment Secretary's backing, wanted 5,000.

Mr Ray Hutsi, secretary of the Institute of Careers Officers, says that it is wrong that a scheme which is supposed to meet the needs of young people should be based on the requirements of employers. "If the board wants to select young people on that basis, it should pay for their training and not use MSC money," he said.

WORCESTER COLLEGE OF HIGHER EDUCATION

IN-SERVICE OPPORTUNITY FOR QUALIFIED TEACHERS

ONE YEAR FULL-TIME B.Ed. HONOURS DEGREE

specialising in

TEACHING READING OR REMEDIAL TEACHING

For further details on the courses, please write to: Admission Tutor, Worcester College of Higher Education, Henwick Grove, Worcester WR2 8AJ.

SR PROFESSIONAL COURSES AT STOKES ROCHFORD HALL

The following courses have been scheduled as part of the continuing programme of professional courses to be held in the magnificent surroundings of Stokes Rochford Hall

Each of the courses, with the exception of PC3 and PC4, is open to all who are professional teachers.

23rd-25th October
PC1 - "Assessment Techniques in Secondary Schools"
Joint Directors: Dr G. Morrison, MA and Dr E. Doherty, MA (Ed) - Southern Regional Examinations Board

12th-15 November
PC2 - "Teaching and Assessment in Primary Schools"
Director: Norman Thomas, DipEd, MA and Chief Inspector for Primary Education

10th-12th December
PC3 - "Micro Electronics in Primary Schools"
(Only open to members of the Teachers' Union of Teachers)

Fees: £30.50 - VAT (15%) - includes 14 hours of instruction, lunch, Friday to Sunday. Reduced rate for NUT members: £12.50 - VAT (15%)

Early application necessary as places are limited

Full details and application forms from: Peter Robinson, Director, Stokes Rochford Management Limited, Stokes Rochford Hall, Stokes Rochford, Grantham Lines
Tel: Grantham 0537 402 327

Spain/James Connell

New session, new climate of hope

BILBAO: In sharp contrast to the chaotic beginnings to previous school years, this year's return of nine million Spanish children promises to be smooth sailing.

Education authorities are guardedly optimistic that the bureaucratic bungling and the subsequent confusion and protests of former opening terms are things of the past.

After a relatively quiet year, marked only by a lengthy teachers' strike, the Government has streamlined its educational services and offered 300,000 new school places. It has reformed the primary school curriculum, handed over educational jurisdiction to the local Basque and Catalan governments, and eased the transfer of state teachers from one province to another. A new ministerial team maintains a steady flow of information and discreetly puts up new ideas for comment in preference to the inflexible imposition of the past.

Groups of expert educational trouble-shooters have been sent to each province to detect potential problems and solve them on the spot.

Aware that social and physical pressures motivated the upheavals of recent years, the bureaucrats have concentrated on maximum physical coverage. Crash school building programmes have assured all pupils of at least a roof over their heads. And with the Spanish tendency for overkill, even surpluses have been detected in many areas.

Statistics show that the massive state investment is slowly eroding the preserve of the private schools. At primary level, private schools account for less than 30 per cent of places - a few years ago they accounted for nearly half. Private secondary schools accommodate around 35 per cent of the school population.

Teacher/pupil ratios are still relatively high, ranging from an average 1/30 in primary schools to 1/16 in secondaries.

But in contrast to all this progress, two problem areas are beginning to emerge. There is still a chronic shortage of kindergarten places for four-to-six-year-olds and loud outcries have come from working-class areas on the industrial belts of the large cities.

The growing tendency for Spanish women to go out to work, has increased pressures on the Government to provide more pre-school places.



First day at school in Madrid for three-year-old Anna-Maria

Secondly, a longstanding campaign to dissuade secondary pupils from pursuing the academic *bachillerato* and flocking to crowded universities seems to be paying off at last - but there is still a long way to go.

The optional technical training programmes, formerly unpopular and glamorous in comparison to the social prestige of the universities, are winning over more and more students. Enrolment increased by 8 per cent last year and the organizers hope to boost this figure by offering more sophisticated training facilities.

Only 16 new secondary schools were built last year compared to 63 new technical training centres, but the present total runs to only 17 per cent of those enrolled in secondary courses. Brighter job prospects for middle-ranking technical jobs against the bleak outlook for graduates is helping to shift the balance.

A further problem is that staff turnover is running at a national average of 18 per cent but in some cases hits 40 per cent. These high figures appear to reflect the scramble of teachers to transfer to their native provinces before decentralization gives local authorities a greater say in appointments, making nationwide transfers less likely.

National attention is now focused on the two now fully autonomous regions of Catalonia and the Basque country. They are responsible for educational administration at all levels, except the universities, and their teaching problems are under observation by other regions which will eventually assume the same functions.

The prime objective in both re-

gions is to implant their local languages, Catalan and Basque, in the school systems. Catalan is more widely spoken and this year 10 per cent of the school population will receive all classes exclusively in the language.

Official permission to do this is not easily obtained. The entire staff and parents must submit an application plus a full scale social-linguistic study, together with detailed study plans.

All the other schools will have an obligatory four hours a week of Catalan.

Teachers, many previously drafted in from other parts of the country, are provided with special crash language courses. Twenty thousand look part last year. In Catalonia, an area of heavy immigration, there is a school building deficit of about £60 million, and some town councils have even taken over old factory buildings for schools. However there is a surplus of teachers - more than 8,000 primary school teachers are jobless.

In the Basque provinces more than half the school population is in the public system, the rest is divided among private schools and *Ikasolas*, the traditional village schools where the teaching medium is Basque. Only eight per cent of all pupils will receive total tuition in Basque, the main problem being the shortage of qualified teachers. An all-out drive is underway to develop the language at all levels including hundreds of subsidised adult centres. The project is not to everyone's liking and the exodus of dissenting teachers is depleting many staff rooms.

The Netherlands/John Richardson

Cuts likely to continue

THE HAGUE: The proposed Dutch education budget for 1982 is £4.76 billion - an increase of only £41 million on last year's budget at a time when inflation is running at more than 6 per cent, and the total Dutch budget is being increased by £1.9 billion to £26.7 billion.

As 85 per cent of the education budget is eaten up by salaries, it is difficult to see how the incoming socialist minister of education, Dr J. A. Van Kemenade, will be able to avoid continuing the wage-cutting exercises of his right-wing liberal predecessor, Dr Arle Pals.

Planned savings include £19.1 million on teacher salaries, £2.09 million on university budgets, and further cuts in student allowances and project funding.

But it is intended to push ahead with the merging of infant and junior schools to form one basic school for four-to-12-year-olds. More than £10 million has been reserved for this. Money has also been set aside for the education of the handicapped, and the education of cultural minorities in the under-12 age group.

Beyond school, priority is to be given to women's education, vocational training for youth, and the expansion of adult education.

The return of the innovative socialist sociologist and former advocate of comprehensive schooling, Dr Van Kemenade, to the Ministry of Education after an absence of four years, promises an exciting period.

New Zealand/Lindsay Hayes

No room for teachers

WELLINGTON: There is a shortfall of primary school jobs for next year's new teachers - but measures proposed by the Education Department to solve the problem have prompted protests from teachers.

Sixteen per cent of teachers finishing their training in 1982 will be unable to find jobs - a shortage of 172 posts, and the most critical job shortage ever to face new teachers.

The department's solution is to ask the country's 10 primary education boards to set aside some limited tenure positions for new teachers.

These posts are held by trained teachers with more than a year's experience, and teachers often stay in the positions for three or four years until they win a permanent post.

The New Zealand Education Institute believes that the move will rob trained teachers of their jobs, and predicts that with falling rolls, 1,200 primary teachers will be out of work next year.

The Department of Education agrees 400 primary jobs have been lost through falling rolls, but says the NZEI forecast is unsubstantiated. However, it has agreed to consider revising the primary teacher redundancy provisions which at present offer teachers only three months' termination notice in the case of falling rolls. Secondary teachers receive 18 months warning in the same circumstances.

Travel

NST LTD

(School, Youth & Adult Travel Specialists)

GUARANTEED FIXED PRICES FOR 1982

All our 'Schoolcoach' Tours are guaranteed fixed for the whole of 1982 and include a full coach excursion programme in the tour cost.

Write in for details to-day to:

NST FREEPOST

13-17 All Hallows Road, Bispham, Blackpool FY2 0BR

Tel: 0253 52525 (10 Lines)

CAA Licence 1359B

Cont Hall Accredited Agents

FIYO

TAKE AWAY 10...

...and you qualify for the YHA's winter bargain offer. School journey parties staying at youth hostels between November 1st, 1981 and March 31st, 1982 will receive a 10 per cent discount.

Whether you plan your visit for then or later in the season, YHA charges are very reasonable, and there are special membership concessions for schools.

Hostels are situated in town and countryside throughout England and Wales. Please write for free information below, or contact the YHA Education Officer on St Albans (0727) 56215.

To YHA, Trevelyan House, St. Albans, Herts AL1 2DY. Please send *Come Hostelling and Youth Hostels for School Journey Parties*.

Name

Address

T519

There's so much more in a Trailblazers Educational Adventure Holiday

Situated on the beautiful and historic Isle-of-Man

If you're involved in organising children's holidays, then we stand a warm welcome to you on the Isle of Man to sample the super range of children's activity holidays, combining fun, excitement and adventure - but with the added safety of always in mind.

A holiday programme to suit every taste
Choose from 7 individually-designed holiday programmes. Each one combines a variety of land and water-based activities such as pony trekking, archery, sailing, canoeing, sailing, windsurfing and much more. Trailblazers holidays cater for children from 7 to 17 years old so there's a holiday programme tailored to suit every age group and taste.

Three great holiday centres
Every one of our holidays are available from three separate holiday centres, so you can choose which location suits you best. Whether you like your holiday accommodation in a comfortable hotel or self-contained dormitory style, or for the more adventurous, there is tented accommodation available at two of our centres in sturdy ridge tents.

All Trailblazers holidays are competitively priced
We think our holidays offer excellent value-for-money. Prices are from as little as £45 + VAT for our popular 'Adventure Weekend', or £75 + VAT for a fully inclusive week holiday.

All our holidays are fully inclusive of boat travel to and from the port of departure, and of coach transfers to and from activities on all the holiday programmes. There are also coach transfer facilities to and from the holiday centres to the boat at Douglas.

New Daily Coach Service
For the convenience of school parties, and for an additional supplement, Trailblazers have arranged a daily coach transfer service, operated from London via Birmingham direct to the Heysham boat.

Free colour slide show
If you're still not convinced, then why not ask to see our 'FREE COLOUR SLIDE SHOW'. We will send a Trailblazers representative to your school to show you, your colleagues, parents and children just what a great time can be had on one of our adventure holidays, and we give you the opportunity to ask as many questions as you like.

Better still, why not send for our lavish 20 page colour brochure? Just ring us on Preston 716061 and we'll pop one in the post to you.

With 1000's of satisfied school children holidaying with us every year, we know we can make your next school trip a truly memorable one.

TRAILBLAZERS
EDUCATIONAL ADVENTURE HOLIDAYS

1a Fowler Street, Fulwood, Preston, Lancashire.
Tel: Preston 716061

*This offer can only be made to schools within a hundred miles of Preston.

Regain our clout: Fight Sunday paper image of classroom

Sir, - I have come to the conclusion that the teaching profession needs a massive face-lift on its image if it is to regain the clout it once had. Without this clout (credibility) we can continue to expect little from successive governments who face minimal pressure from a public opinion which regards teachers as over-paid and under-worked believing the profession en masse to have been misled by the sirens of liberalism and trendy progressivism.

These cynical thoughts were provoked in me by a recent spell helping out in a country newspaper's as a

result of illness. Having time on my hands one Sunday I decided to take a closer look at papers which I would not normally read, having been attracted by four centimetre front page headlines "Classroom corruption" in the *News of the World* and three centimetre front page headlines "A lesson in agro for kids" in *The People*. The one article dealt with the activities of a group styling itself the "Campaign against public morals" while the other dealt with an incident in which a teacher was alleged to have told his pupils to make something "aggressive".

Having read the damaging innuendoes about (some) teachers I decided to calculate the percentage of customers that would have taken these two papers. The totals were *News of the World* (16 per cent) and *The People* (14 per cent). Thus nearly a third of readers in my home area (an expensive Bristol/Bath commuter area and, therefore, untypical of the nation as a whole) were being bombarded with these images of the teaching profession. I wonder what percentage of readers take these Sundays in our larger cities and towns?

I am waiting for those whose job it is to project a positive image for the teaching profession to come forward with an alternative image. Will the leaders of our major teaching unions come forward as quickly on this as they did say to attack the Taylor Report which appeared to demand too much accountability from our profession? If they do come forward I hope it will be to mount a vigorous counter-attack on those in the media who wish to destroy our credibility. Such a counter-attack must accept that accountability and credibility go hand in hand and that this nation

desperately needs both a government and people who believe in the national education service. Many of us are working on this in our own schools: when shall we see a national initiative setting the pace and the depicting the "popular" press of a monopoly in image-building?

DAVID G. PERT,

Headmaster,
Bridlington School,
Hungerford Road,
Bristol.

Battlefields

Sir, - I would like to comment on the article entitled "Was the battle of Oslo lost on the playing fields of England?" (September 18) and to expand on the situation of soccer in schools.

With the continuing debate concerning the relative merits of schoolboy soccer there is a danger that the principal purpose of the activity becomes neglected.

For soccer to continue to survive in schools it must maintain its educative objectives and not be misdirected towards merely satisfying the professional sectors' require-

ments. If as an activity to be included within the realms of a physical education curriculum it fails to satisfy some pre-determined educational criteria, then there can be no justification for its inclusion within an educational institution.

Accepting then that soccer serves an educational function there are problems deriving from its practical presentation as an activity. Soccer by its very nature is competitive and such a quality is inherent in the game itself. To extract this facet totally would necessitate the involvement of an entirely new concept of soccer. However, the inclusion of leagues and cup programmes provide an

additional competitive element which is quite extraneous, and not crucial to the playing of the game. It is this subsidiary competition which is not necessary in schools and which subjects all staff and players to undue pressure, therefore detracting on a practical level from the provision of worthwhile coaching.

Often the pupils playing for the school and also youth teams at weekends, are expected to be committed to an inordinate number of matches, not allowing sufficient opportunity for the coaching and rehearsal of the skills required. Schools soccer should perhaps, not only avoid the pressures imposed by

league fixtures but consider re-organising its format to include a similar system to that already adopted by the basketball organizations. Such a modification would be the inclusion of short "time-outs", therefore providing more immediate opportunities to relay information and feedback.

Furthermore, a schools soccer programme both curricular and extra-curricular should not devote fully its resources of facilities and manpower purely for the development of the talented, to the exclusion of the less able. Once again, the school team managers are reluctant to field a weaker side in order to provide opportunities for the maximum num-

ber of pupils. The professional sector is elitist but it is not necessary for school football to be dictated to by agencies beyond the educational sphere in order that such elitism can be fostered.

Physical educationists should analyse and re-affirm the educational significance of the provision of soccer in schools and not be lured towards soccer professionalism. If the educational foundation cannot be asserted then it can not continue to be subsidized by the educational budget.

G. C. BLOIS,
22 Beech Hall Road,
London E4

In-service

Sir, - I was interested to read Ben Lodge's article "Open higher degrees to all" (September 11) in view of my own experiences.

I have an Honours degree in English, a PGCE, an MA and 10 years teaching experience. I am, therefore, qualified to study for an MEd at a university department of education and so was more than a little surprised to discover that I did not fulfil the requirements laid down by CMAA for an MEd course at a college of higher education. For this I require a qualification in education studies at first degree level or its equivalent.

As a result, I have completed an in-service MEd course which I found thoroughly worthwhile, but my experience leads me to feel uncertain about what must be the demands that exist between the various points of MEd courses in different institutions. Such discrepancies would be exacerbated by an even more liberal entrance requirement.

Moreover, I have come to realize that my previous experience was a grounding for an advanced course of study. I needed some kind of background in education theory to provide a framework within which to undertake further study. It seems to me that, for from the CMAA agreement being unworkable, there is some danger of both higher degrees and BEds being devalued by the assumption that any kind of qualification is a suitable starting point for such study.

While I applaud the intention to stress professional experience (however that is to be judged), it is not sufficient preparation in itself for a higher degree.

A. R. THRIADICED,
46 Southall Avenue,
Wimborne.

Under threat

Sir, - As we settle in to a new year the number of sixth year students returning for the CFE course in the school is 35, compared with 100 following the course three years ago. With this prompting from the staff, this has become the most rapidly developing area in the life of the school.

But the CFE is under threat. It being so, I, for one, am being disappointed at the limited public defence that this most valuable course has received.

Perhaps there aren't many of us who see the point of CFE, but precisely for the students I have referred to above, could we not place, were it to disappear, ELLIS E. TURNER, Headmaster, Nymansham Freiston High School, Wakefield.

Confusions and uncertainties

Martin Bradley reports on a two-year project which has examined the complex question of how best to coordinate services for the under fives

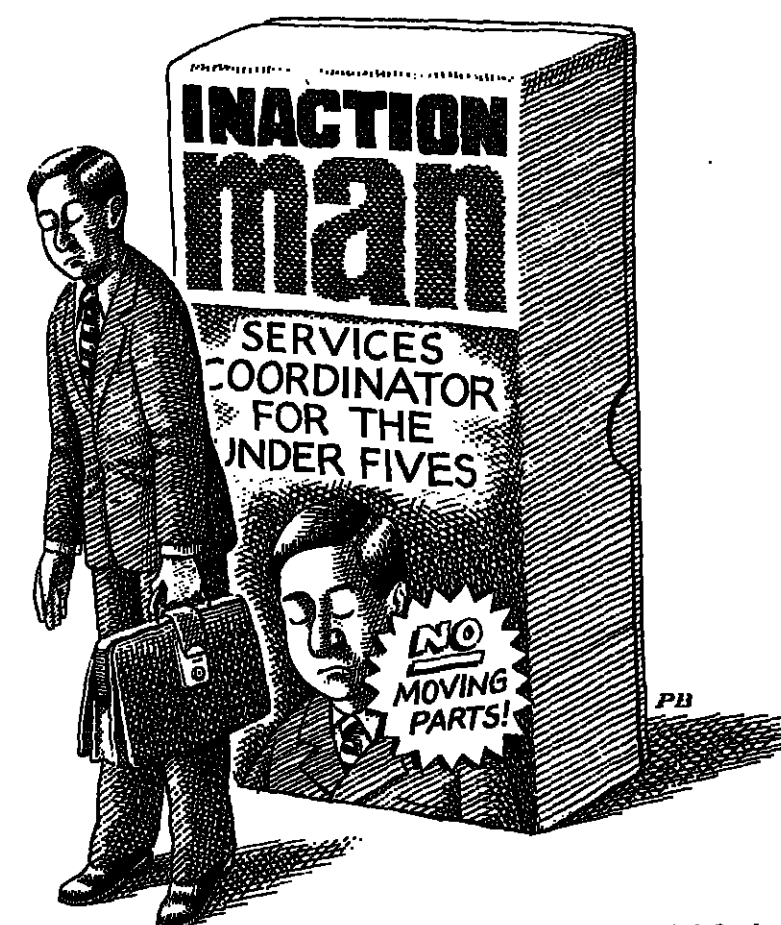


Illustration by Peter Brookings

Chaos and confusion, or naturally developing range of services? The debate surrounding policies for children under five has intensified in recent years, as critics have focussed upon variations in the variety, amount and quality of provision. Since 1976 successive governments have put forward a policy of coordinating services for children under five on both a full time and a part time (morning or afternoon) basis.

Yet until recently most of the judgments made concerning the extent and nature of coordination were based upon a limited range of examples. As a result fact and opinion have become blurred, in statements often made by groups with particular interests to promote.

In 1969 the Royal Commission on Local Government in England (the Redcliffe-Maud report) examined coordination. Significantly, much of the emphasis in its report and the supporting research study was given to coordination within rather than between departments. The focus was upon case conference and centralized recording - that is, "grass roots" operational patterns rather than structure of working parties or committees. Some regular meetings of senior officers were noted, but the emphasis remained on personal relationships.

Subsequent studies focussed on the work of joint coordinating committees of social services and education, possibly with voluntary and health sector inputs, and the increasing emphasis given to corporate management in local authorities provided a further impetus. By the late seventies, however, some disillusion had set in as the desired results of coordination were not becoming apparent as quickly as had been hoped. In spite of circulars of reports by the DES, DHSS and the local authority associations, critics were able to highlight many areas where progress was slight, and where personal relationships were felt to be hindering coordinated policies.

In spite of all the attention which has been given to the administration of services for under fives, there have remained several confusions and uncertainties as to what was being discussed. Firstly, the widespread advocacy of a committee approach was seen in different ways by different groups of people. To councillors it meant a group of elected members with power to take decisions, to officers it might be a working party seeking to recommend solutions to elected members, to many voluntary workers it might mean a larger version of their organization's local branch.

Secondly, there was no clear knowledge of what was happening across the country. A few examples were very well known, and appear in several papers, but these were a very small minority of the total number of areas. As a result of these and other confusions, in 1979 the DES and DHSS commissioned a two-year research project to examine coordination of services for under fives in England (excluding

the ILEA, which was considered to be a special form of authority).

Its work was in two phases: a survey of every education department, social services department and area health authority, and of the organizations at present belonging to the Voluntary Organizations Liaison Council for Under Fives. This was followed by visits to 25 areas to discuss in greater detail the local coordination arrangements.

Two principles underlie this work: firstly, that no one service entirely meets all the needs of the child and the family; the whole child and its environment should form the basis for the view taken of the nature of services. Secondly, since coordination is essentially concerned with the approaches towards service planning and delivery, the project should not seek to evaluate the provision itself, but instead examine the means by which it developed within the local administration.

A total of 1039 questionnaires on coordination procedures was distributed, 278 going to the education, social services and health sectors. In these three sectors over 91 per cent replied, a very high response, which in itself provides a clear indication that the questions were meaningful to those contacted. By contrast 42 per cent of voluntary agencies replied, many of them knowing nothing of local authority procedures, others having only an occasional *ad hoc* contact with local officials or little involvement with under fives.

From the survey it was clear that existing procedures came under three heads: council committees of elected members (about 23 per cent of authorities); officer-oriented working parties, possibly with voluntary members (about 54 per cent of areas); and informal contacts such as occasional meeting between sectors (87 per cent) or meetings in parts of an authority (34 per cent). As is evident from these figures, several areas use more than one procedure, often having a more formal working group or committee alongside informal meetings.

Of the voluntary organizations, PPA was most often involved, followed by the National Childminding Association and BAECE, while amongst the "official" sectors the central role of social services was evident, particularly with regard to the voluntary sector.

There were no major differences in the pattern adopted by any particular parts of the country or by types of local authority (that is, between shire counties, metropolitan districts and London boroughs), although counties, hardly surprisingly in view of their relative size, tended to hold more meetings throughout the authority.

In one area these procedures meant in practice that local meetings (which could possibly even be an informal lunch club) raised issues which were discussed at an officer group on which the PPA was represented, and then by a council sub-committee of elected members

with officers and the PPA again present. Of course, not every issue re-appeared at every group, but the channel of communication existed.

By contrast, in another area there were no liaison meetings except at the local lunch club level, services were patchy and unevenly supported by both the education and social services departments. The effect of this latter pattern was that social workers and advisers worked without clear policy guidelines to regulate their day to day contacts with services, and so developed a series of *ad hoc* rules to meet situations as they arose. Also there was no procedure for appealing against decisions taken other than the major step of involving councillors.

The survey has since been followed up by visits to 25 authorities where 183 people have been interviewed. Coverage was of all types of local authority, of all regions in England and of all of the types of procedure identified in the earlier survey, with a proportionate balance being sought in each case.

From the interviews a series of general conclusions became apparent. Most particularly, the extent of preschool services did not relate directly to the amount of coordination that was taking place. That is, coordination was not likely to be greater where there was a lot of provision for under fives, or less where there was little provision.

Nor was the converse true, that authorities might have found it easier to coordinate limited services than a more extensive range. This serves again to emphasize the need both to regard services for under-fives in a local government context, and also to note the highly varied nature of the administrative style of that government.

Yet quite clearly a widespread interest in coordination existed, both as a means of more effectively working with children, and as a principle by which practices were guided. Often disquiet and even disillusion were expressed about aspects of local arrangements. Comments generally emphasized problems which were still being faced, rather than successes which had been gained, the latter often being expressed as naturally occurring, even though in other areas they presented major difficulties.

One recurrent issue was the need for coordination to be developed even where services came under one sector; for example, in some social services departments, playgroup registration was dealt with by clerical staff, playgroup support by authority advisers, childminder registration and support being a divisional function.

Coordination is a central government policy, yet in many local areas there is a lack of any clear policy on under fives. This is a major obstacle to developing inter-sector attitudes. In several cases, voluntary agencies did not have a clear idea of the ways in which the authority would react to them, since decisions depended

on which officer or council committee they spoke to.

In extreme cases a "market forces" approach is adopted towards school admissions, it being left to individual heads to decide the age of entry. Where no capitation allowance is given or additional staff provided, the under fives might keep a school's numbers up, but not receive education of the standard which nursery education offers. In addition local playgroups have often closed due to the loss of children, yet when the school changes its policy, the demands for a playgroup re-emerge, the shifts possibly occurring every year.

The lack of any overall under fives policy is not related to any particular part of the country or to the party in political control. Even take-up of the nursery education programme funding does not fit into a party political pattern. Under fives work is an area which receives low levels of funding, and even these marginal resources are increasingly threatened as other members of society require help.

In particular, a direct choice is commonly being faced by social services and health, between providing resources for a declining or static number of under fives and an increasing number of elderly people in the community. The commonest decision is to give the elderly the major resources, and leave under fives with low-cost services.

This produces a heavy emphasis upon those resources for under fives which fall within officers' discretion. Bulk-buy facilities, opening up in-service training to all disciplines, increases in mother and toddler clubs and toy libraries, subsidized rents - all are capable of being developed at little direct cost to the authority, even though they may involve indirect or hidden costs.

Such a pattern leads back to coordination, both as being (for many people) inevitably a part of their job and as a grass-roots way of working through problems. Yet in these very strengths lie its weakness.

If it is to develop as a policy, the grass roots practices and initiatives must reach upwards into administrative practices and into the views which elected members hold of their role. Major practical problems, such as the absence of common boundaries for many health service areas and local authorities, and between education and social services divisions within authorities, are not capable of solution by advisers, social workers, head teachers, health visitors and similar workers.

The conclusions of the two-year study have focussed upon the great variety of local services and of the styles of local authorities. Not every area has a lot of council committees, and it would not be appropriate to advocate this as the sole pattern. Simplicity of procedures is vital, coupled with a broad range of representation from the education, social services, health and voluntary sectors, preferably with a written statement of membership and objectives.

Additionally, the term "coordination" has inevitably become a portmanteau word covering a variety of situations at different times. We have broadly categorized these into communication (ie, informing others of decisions), consultation (seeking advice and information), negotiation (with a view to a compromise or agreement) and collaboration on a joint scheme.

For some of these only field officers (including teachers, nursery and playgroup staff) will be involved, for others advisers or administrative staff will be necessary, and on other occasions elected members are required. But all groups should reflect on their role, not simply seeing it as concerning one aspect such as allocating finance or working with children, but placing it in the wider perspective of the services.

Coordination involves mutual awareness, respect and support, coupled with sensitivity to the manner in which other services seek to meet the needs of the child and the family in ways which are possibly not practical elsewhere. Whatever future policies are adopted for particular forms of provision, coordination will still be necessary, since its concern is with the methods of working and the fundamental ways in which the needs of the child and the family are viewed.

If we are to seek to respond to those needs in a sensitive and comprehensive manner, the breadth and range of services must be emphasized alongside concerns to raise the levels of the responses to those needs.

Martin Bradley is director of the Coordination of Services for Children under Five project.

IR £40,000 IN AWARDS FOR THIRD LEVEL AND NURSING OR PARA-MEDICAL STUDENTS.



IR£40,000 IN AWARDS FOR THIRD LEVEL STUDENTS AND NURSING OR PARA-MEDICAL STUDENTS.

There is considerable scope for project work in Health Education... and the Irish Health Education Bureau invites Third Level Students and Nursing/Para-Medical Students to propose imaginative, practical ways to better health... for themselves, their families and the community generally. Winning projects will share IR£40,000 in awards.

Details are available from HEALTH EDUCATION BUREAU, 34 Upper Mount Street, Dublin 2, Ireland or from: Any Students' Union or Student Services Office, or from: The Offices of Educational Nursing and Para-Medical Institutes.

CLOSING DATE FOR ENTRY JAN. 4th 1982
CLOSING DATE FOR SUBMISSION OF PROJECTS 5th APRIL 1982

Sponsored by... Health Education Bureau

features

Ignoring the evidence

John Bald takes the Rampton Committee to task for failing to recognize the importance of language in relation to the underachievement of West Indian children

"We do not accept that, for the vast majority of British-born West Indian children in our school today, language plays any part in underachievement."

(The Rampton Committee, *West Indian Children in Our Schools*, HMSO, 1981, Ch.4.5.)

This statement is one of the most remarkable errors to appear in an official report. It is contradicted, both comprehensively and in detail, by every piece of hard evidence relating to language quoted by the committee.

Its inclusion - twice - reflects an acrimonious debate on language work in schools which began with the publication of the work of Professor Basil Bernstein, and which has been simmering and frequently boiling since. This debate has often been characterized by confused thinking and flagrant political bias.

The Rampton Committee identifies "the ability to read and to use language" as "the basic tools of learning" (ch.2.3), and cites the IEA reading survey of 1980 as evidence of consistent underachievement by West Indian pupils of all ages in reading. It says that "it is

not, perhaps, sufficiently appreciated how important it is to learn to read at an early age," (ch.2.2), and recommends individual attention for children who "fall behind in reading" as well as the involvement of parents wherever possible.

The crucial importance of pre-school years is recognized, and the committee regrets that: "Too few attempts are made to inform West Indian parents and their childminders of how they can best develop the child's linguistic and conceptual skills and prepare him or her to benefit from education." (ch.4.4)

This is seen as a basic need, and the committee goes into more detail: "It is vital for a young child to have 'adult time' available; to have stories told and read to him, to be helped to learn nursery rhymes so that his language and his ability to listen can be developed..." (ch.2.6.2.)

With this in mind, the committee emphasizes "the importance to a child of an untrained, patient and quiet individual dialogue with an adult," and points to the working

contradictions of West Indian parents and the lack of nursery school provision as factors leading to the neglect of this important work. Its thinking in this area of language development is close to that of Joan Tough.

The mental gymnastics required to proceed from such an analysis to the committee's conclusion are remarkable, and can only be understood in terms of the emotional dimensions of the debate. These have come to be centred on the question of dialect, often referred to as Creole, but more accurately described as a number of varieties of Black English vernacular.

The linguistic features of such dialects are similar to those identified by William Labov in his famous book *Language in the Inner City* (1971), a study of the language of young blacks in New York. Labov established that the form of language they used was both highly organized and capable of communicating complex thinking. It was not inferior, in linguistic terms, to more officially acceptable varieties of English, and its use gave no indication in itself of the speaker's level of intelligence.

Labov's work is important because it demonstrates that failure in school is not necessarily due to low intelligence. He does not, however, give us the means to enable black children to do justice to their intelligence in school. Writing 10 years later, the Rampton Committee is no nearer to a solution to this problem.

However, it has provided devastating statistical evidence of underachievement among West Indian children that could be open to the worst kind of political abuse. Such under-

achievement is however more readily identified than explained, and it is this, perhaps, that accounts for the committee's attack on the teaching profession, as well as its refusal to accept its own evidence on the importance of language.

The linguistic difficulties encountered by West Indian children in school are similar in nature, if not necessarily in degree, to those experienced by poorer white children. In both cases the spoken language used at home is likely to differ from that used in school, and the children are also unlikely to have any familiarity with written language when they start.

This makes the presentation of reading and particularly of writing to the young child in school a matter of the highest importance. If we accept the Rampton Committee's idea that children should have a "repertoire" of language, then we must ensure that the ability to use the written language is a part of it.

For younger children, the results obtained with *Breakthrough to Literacy* have been encouraging. Developed and published in the early seventies by the Schools Council, *Breakthrough* is praised in the Rampton report for making use of the child's own language. In practice it does more than this, by providing from the outset technical information which is very useful to the child learning to write.

Jessie Reid's evaluation study, *Breakthrough in Action* (Longman, 1975), indicated that children taught with the scheme had greater awareness of such terms as "sentence", "word", and "letter" than was apparent in control groups, and that they had also made substantially better progress in reading. Such

research does not lend itself to broad generalization, but it does suggest that *Breakthrough* can help to make the formalities of writing understandable to children.

This is particularly important where these are not reflected in the spoken language of the child, as it is very likely that he or she will otherwise not learn them. Many West Indian dialects, for example, omit the verb "to be" when meaning can be conveyed without it, and do not change the form of verbs in the perfect tense. *Breakthrough* introduces both of these as features of the written language from the outset, so that the child has plenty of time to learn to handle them. As a remedial teacher in London, I found many West Indian pupils who were having to tackle these distinctions for the first time at 14 or 15, when it was much more difficult.

The work of Mina P. Shaughnessy at the Instructional Resource Unit of City College, New York, is a valuable example of a successful approach to teaching other students from ethnic minorities to write formal English. It is described in detail in her book *Errors and Expectations: a guide for the teacher of basic writing* (OUP, 1977), and is based on respect both for the student as a learner and for the task in hand.

Although fully aware of the work of Labov, she was concerned to provide her students with the means to deal with the formal linguistic demands of their college courses, and recognized that the worst effects of accumulated error are seen not in the surface of the writing, but in the confidence and self-esteem of the writer. The best way to restore confidence was to enable the writer to understand the

nature of his or her errors and hence ultimately to avoid repeating them. Mina Shaughnessy's work has established that this is a practical possibility. Her book has already proved its worth in adult literacy schemes in this country and now deserves a wider readership.

Both *Breakthrough* and Mina Shaughnessy present formal writing in a manner that is both understandable and acceptable to the student or pupil. A useful complement to their work is provided by the research on spelling conducted by Margaret Peters, which is at present proving very popular with a variety of children and young adults. The question of teaching writing is however complicated by the continuing use of teaching methods, such as grammatical exercises and copying-out, which do not help children to write for themselves.

What is required is not a "back to basics" approach, but rather an awareness of features which need to be borne in mind when we write, and an acceptance of the idea that good writing invariably involves drafting and preparation and takes time. The advice given in chapter six of the HMI report *Aspects of Secondary Education* is particularly relevant, although many schools have still not seriously considered it.

The linguistic issues raised by the Rampton Report are vast, and teaching children to write is only one aspect of the work that needs to be done. The evidence presented by the committee concerns the central importance of language development at every state in education. There is no area of our current practice that needs more urgent attention.

John Bald works at the Reading and Language Centre, Colchester Institute, Essex.



features

A judge's story

Mary Hoffman describes her experience as a member of the panel deciding on the Other Award for children's books

The Other Award, which each year commends four books that help to broaden the range of social values that children meet in their literature, celebrates its seventh birthday this week. As usual, the commendation is the award, without cheque or medal. Behind the award lies a year of hard work and difficult decisions.

When Rosemary Stones and Andrew Mann set up the award in 1975 for "non-biased books of literary merit", they were the *enfant terrible* of the children's book world. Now

they run their own excellent and abrasive journal, *Children's Book Bulletin*; Rosemary is consultant to the BBC's *Inside Pages*; and they are both to be seen at publishers' parties, launches and exhibition previews. Are they mellowing with all this fraternizing with the Establishment? Seven years is a long time to remain "alternative".

This year, after knowing some of the individual members for a decade, I did a stint as an Other Award panellist myself. I emerge

seven months later, shaken but also stirred. It should not be any surprise that an anti-establishment venture should be so well-organized, hard work and so enjoyable.

The four winners that were chosen after five meetings and a lot of reading were the result of no casual musings, polite disagreements or secret cabals of panels-within-the-panel. The members, who are a friendly and hospitable bunch, would meet in one of their homes and then talk for four hours at a stretch. There would be a slight *rattennano* over a meal but books soon reassumed all the table-space.

Choices were expected to be unanimous; no panellist wanted to add an aloof "note of dissent" to any book chosen by the rest. Those in favour had to convince those against by the sheer force of their arguments, or *vice versa*. When you reach that stage, it's not rhetoric that counts, or even stamina; it's just the naked power of one set of ideas confronting another. If you think this sounds strong stuff in relation to children's books, you must remember that times have changed since Winnie-the-Pooh wandered off into the sunset behind the Hundred Acre Wood.

Dorothy Edwards' *A Strong and Willing Girl* was a likely winner from the start. She's a prolific author, best known for the perennial *Naughty Little Sister* stories and an old campaigner for getting children's books seriously considered. For the new book, Dorothy Edwards drew on her aunt's reminiscences of domestic service to write a collection of short stories about Nan, the 10-year-old hired maid. Nan never loses her sense of her own worth or her loyalty to her own family while working long hours for richer people. The book is full of authentic Victorian domestic detail, which is much more fascinating to read about than it was to those who performed the tasks when labour was cheap.

We didn't argue much about *Have You Started Yet?* by Ruth Thomson (Heinemann) either, at least not about the content. The author was informative about menstruation in a way that young girls would find readable and unthreatening. What we did argue about was whether a book could be recommended whose paperback edition, the one most likely to be bought and passed around by adolescent girls, included an advertisement for a particular brand of sanitary towel, printed in the same graphic style as the rest of the book.

The answer was "no", which is why the award goes to the hardback edition only. The paperback publisher, Piccolo, as we later found out, were the originators of the book and included the advertisement because the company concerned wanted to recommend the book in their publicity material. Piccolo believes this was justified in terms of reaching girls who would never normally buy or borrow books. But Ruth Thomson was against its inclusion and the panel remain unconvinced.

With the *Terraced House Books Set D* (Methuen), whose simple texts are by Peter Headlip and natural photographs by Anne Griffiths, the award went to a non-net series intended to extend or replace conventional reading schemes. In these, many children for the first time can see families that look like their own. In *The New Baby*, the family is Black. *My Aunt* shows a homely woman looking after a child in an unglamorous home and *The Clinic* has two wide-eyed Chilean sisters going through the National Health weights and measures routine.

Althen's *What is a Union?* (Dunwoody) was also on the short list from our first reading. It is a remarkably successful attempt to explain fairly a complicated political entity to very young children.

This year the Other Award also went to a new publisher, Young World Books. It produces children's books from "de-colonized" nations, which present an anti-imperialist viewpoint. One of its first two titles, *Ngugi's Adventure*, was passionately advocated by most of the panel, loathed with equal heat by one member and regarded as "worthy but boring" by another. Was this going to be stalemate? Or would we just stay up fighting it out until the victors were the only ones left awake when the dawn crept in?

Not quite. Even the most enthusiastic supporters of Ngugi, whose adventures as an embryonic freedom-fighter takes place in Angola, agreed that the book would need considerable mediation if children in Britain were to understand its background and intentions. We decided that the publishers of such books deserved a special mention, even though no single title so far has been an unqualified success.

What about the ones that got away? Some of us were sad that the *Jafu* books by Hugh Lewin, illustrated by Lisa Kopper (Evan), could not win. These four picture books about a black child living in South Africa had great appeal, freshness and warmth for some panellists.

But we were convinced by others who said that there is no such thing as a generalized "African" way of life, that these books were specifically about the South African homeland, and that being so, fell short of the author's intention to show British children what life under apartheid is really like. Seven years ago the panel might have been delighted to find four well-written nicely illustrated books presenting positive images of black family life. We get choosier as books improve.

Another near-winner was *Black Settlers in Britain 1555-1958* by Nigel Fife and Chris Power (Heinemann Educational). It's a well come resource now and would have been a very good candidate even five years ago. It's very powerful collection of pictures and documents relating to African and West Indian

settlers only. It grew out of project work done by these teachers at a South London school and is based largely on already-researched material of the sixties.

So its interest is localized, a starting-point for other projects rather than a comprehensive collection. Still, if it had had material on Asians, Chinese and other settlers, or more about black women, it would have met our ever-more-stringent criteria.

It's no coincidence that this year's winners are mainly information books; even *A Strong and Willing Girl* is skillfully fictionalized documentary. This is where the exciting developments seem to be happening now, while fiction has, socially speaking, been in the doldrums. There are simplistic presentations of a social problem plus its solution, as in Gillian Cross's *Save Our School* (Methuen), or else the genuine harshness of a working life, like the girl in Mabel Esther Allan's *A Strange Enchantment* (Abelard-Schuman), is softened by the woolly clichés of the romantic novel.

The Other Award, according to Rosemary

Stones, is historical, in that it commends books which the panel see as marking a step forward in their time. Sometimes the panel has been first to give any critical attention to new writers such as Bernard Ashley and Farrukh Dhondy, whose books later reach a wide audience. Sometimes it takes the opportunity to recognise older writers, such as Frederick Grice, whose books have not always had the number of readers they deserve.

The panellists all have a great deal of contact with children, parents, teachers, writers and publishers - to put these in no significant order. The main reason for the award's inception was to draw attention to the kind of book that more conventional awards tended to ignore. But another important function, for the panellists, is what we learn in the process of making the selection. Hours of discussion about books recently read by everyone make for rigorous examination of principles and practice.

There really isn't an alternative way to make a book award.

Could it happen here?

Nick Peacey reports on Toronto's alternative schools

Teachers! Are you dissatisfied with the school you work in? Right, found your own state-funded school. Collect some youngsters' names (50-100), recruit a few colleagues - and ring up your I.e.s.'s alternative schools officer and start making your way through the bureaucratic machinery. You could be opening the new school within a year.

This is a fantasy in the UK, but in Toronto, Canada, such a scheme has been running successfully for 10 years. There are now 23 projects in existence, and they are still being set up. Parents as well as teachers can have a go. The Board of Trustees (equivalent to I.e.s. members) vets the philosophical and practical conditions under which the project is to be run, and insists that running costs per capita are no higher than those of a mainstream school. The board will often supply a building or part of it and will cover capital and running costs.

The projects vary considerably in clientele and outlook. Students come from across the whole school age range. Parents tend to set up primary projects, teachers secondary (though this is changing, as more parents gain confidence in the scheme). A few projects are for youngsters with problems.

Some projects have 20 pupils; the largest has 200. Yes, the middle classes do set up a good number of the projects. All in all the scheme so far takes about 2 per cent of the

school population of inner city Toronto, not a high proportion but quite sufficient, apparently, to put the mainstream schools on their mettle.

The projects do have common features: they have to be up to Board of Education standards on principles of management, curriculum (lighter than the UK), staffing ratios and accommodation; they all stress basic skill teaching; they stress shared decision-making; they go out and about and look to learn (remember Schools without Walls?), and they are concerned to be innovative. But outside these features there are many differences.

Perhaps it is easiest to look across the 10 years and see each project in the context of its time. For example, the first projects came into being through a fusion of the ideas of the alternative lifestyle campaigners of the late 60's, and those working for community development. Forward-looking elected board trustees wanted to see the initiative shifted back to the community.

The first to take up the offer were those all ready to experiment themselves. SEED (Shared Experience, Exploration and Discovery), the first school to open, would have been instantly recognizable to those involved with the free school movement here. ALPHA (A Lot of People Hoping For an Alternative) and BETA (Better Education Than Alpha) followed close on SEED's heels.

Then the Schools without Walls ideas were in the air. The Subway Academies I and II were formed. They benefited and took their name from Toronto's remarkably efficient and clean underground railway system, handy for the peripatetic student. Minority rights awareness and the concern about the disappearance of their culture of various Red Indian (Native American) parents led to the formation of The Wandering Spirit Survival School, named after the famous Cree Chief.

More recently, in 1978, youth unemployment hit Toronto. SEEC, the Student Employment Experience Centre, came into being. So, almost simultaneously, did SPECTRUM. (It may be an acronym - but if so I never found what it stood for). Here the demand was for class academic work and enrichment for the 12 to 14-year-olds. It would be unfair to call SPECTRUM a spin-off of the back-to-basics movement. But it seems clear that those who founded it would not have been happy with any ethos which allowed students not to study something all the time.

It must be said that some of Toronto's alternative schools act as havens for the children of the discontented middle classes. They get enriched curricula, small classes and responsive staff, all for free. (At the same time plenty of the projects serve a full cross-section of the community - and make it their business to ensure that everyone uses them).

This is part of the problem of community development initiatives: those who have are always in a better position to take advantage of opportunities than those who don't. Equally, of course, this is a problem of small-scale experiment not carried through into large-scale practice. The 23 projects form a considerable programme in institutional terms, but are small in terms of the numbers of students involved.

As the alternative projects are popular with parents the pressure for places is intense. If the Board of Trustees were to commit itself to, say, turning some of its large-scale schools into networks of smaller ones, the pressure on the alternatives would be less. Even so, the existing network would be the better, I think, for the trustees laying more stress on the need for a comprehensive intake to projects.

Leaving this not inconsiderable worry aside, the scheme is still astonishing. One of its great strengths is its ability to change with the circumstances facing the community. Dale Shuttleworth, who oversaw the scheme for ten years, told me: "Schools have always been slow to respond to the changing circumstances of their clientele. We have sought to give people a chance to do things differently and to build models for the schools of the future. More and more we are finding that, in community terms, simply dealing with educational models on their own is inadequate. Community develop-

ment models of the future must include ideas about economic development and job creation going hand in hand with those about education."

SEEC, one of the projects mentioned above, is an example of this kind of thinking. It was initiated by the Lernax foundation, a charitable trust managed by representatives from the community, business and education. (It also runs a learning exchange and a publishing service.)

When I saw the project, youngsters who had left school early - at 14 - were involved in training workshops Recycling, craft and other light industrial projects were running alongside a highly successful community restaurant, serving and sending out food to dozens every day - all staffed by young people who were not only learning a trade (the quality of the products was always high) but also learning about running a business.

It is at this level that the Toronto experiment has been outstandingly successful. New models for education have been created and are there for all to see, not least politicians. The variety of projects is stimulating in itself; seeing theory proved in practice (that democratic school structures work, that "informal" learning techniques are more effective than formal, that parents and teachers can create good schools given the chance) is satisfying.

But it is the systematic attempt to encourage experiments and sensible innovation that sticks in the mind. It is not that no innovation occurs in the UK (even when there is money around) - more that it occurs very haphazardly. Certainly no local authority has ever given so much scope for innovation to the local community - and matched the offer with the resources.

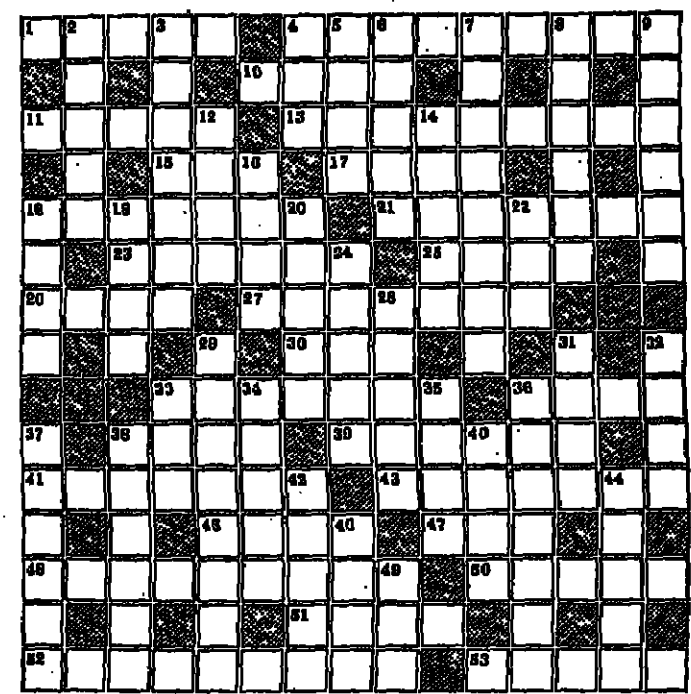
Dale Shuttleworth sees continuing innovation in state school systems as more crucial than ever. "Unless we change our schools, we shall soon be bypassed. IBM and Westinghouse have plenty of programs coming along to 'educate' kids. The 'content' side of education can be provided on videotape and by computer. If the schools don't change, less and less money will be voted to the state school system - and commercial interests - possibly through the voucher system - will dominate the education of the future. Until teachers realise that they have to become masters of process - how you learn, how you relate to others - and are seen to be expert in this, a takeover of education by big business will remain a danger."

There may be more danger of this in the US than in Britain, but the temptations offered to governments anxious to cut public expenditure by the application - however naive - of cheap technology are real enough. To avoid disaster, state education must experiment; and the work now so well established in Toronto is a good way of doing it.



Illustration from one of the books that received the Other Award, *A Strong and Willing Girl*, by Dorothy Edwards.

We're offering new subscribers a great 12 down!



- Across**
- 1 Spread unevenly
 - 2 Part of a million mile
 - 3 A month, nothing more, in Ireland
 - 4 Upset this value and get a sharp reproof
 - 5 A name leads the things become impetuous
 - 6 A religious service
 - 7 This horseman has dropped as a
 - 8 Simple like a common name
 - 9 This ought to be square
 - 10 Mummy's stoppage
 - 11 Write a letter
 - 12 Chivalry's picturesque achievement
 - 13 One of the names on every one
 - 14 Proceed advantage
 - 15 Parents in a negative way
 - 16 Used to be somewhere in France
 - 17 A piece of wood will make it dry
 - 18 Simply enormous
 - 19 There's a lot in this voice
 - 20 This elephant has lost his head
 - 21 A turn for the worse
 - 22 Done with a scenic file
 - 23 Red down (same)
 - 24 This rodent's going back
 - 25 Makes a plaything with its past
 - 26 Wants confidence
 - 27 A mixed welcome means going the bird
 - 28 This girl seems to be calling backwards
 - 29 The men in the moon
 - 30 A pinch of sand will make it dry
- Down**
- 1 Herd's gold between mother and son
 - 2 Out of continuation
 - 3 Upset this value and get a sharp reproof
 - 4 A name leads the things become impetuous
 - 5 A religious service
 - 6 This horseman has dropped as a
 - 7 Simple like a common name
 - 8 This ought to be square
 - 9 Mummy's stoppage
 - 10 Write a letter
 - 11 Chivalry's picturesque achievement
 - 12 One of the names on every one
 - 13 Proceed advantage
 - 14 Parents in a negative way
 - 15 Used to be somewhere in France
 - 16 A piece of wood will make it dry
 - 17 Simply enormous
 - 18 There's a lot in this voice
 - 19 This elephant has lost his head
 - 20 A turn for the worse
 - 21 Done with a scenic file
 - 22 Red down (same)
 - 23 This rodent's going back
 - 24 Makes a plaything with its past
 - 25 Wants confidence
 - 26 A mixed welcome means going the bird
 - 27 This girl seems to be calling backwards
 - 28 The men in the moon
 - 29 A pinch of sand will make it dry

After you complete the crossword complete the coupon below and have The Times Educational Supplement delivered to you by post every week. As a special offer to new subscribers we're offering a rate of £27.50 for a full year's subscription. Simply complete the coupon below and mail it to us and our computerised subscription department will process your order at once. By the way the crossword is the first that ever appeared in THE TIMES and when you reply we will send you the solution together with your first issue of the TES.

THE TIMES Educational Supplement

*Offer applies to NEW Subscribers in the UK only.

Please send me The Times Educational Supplement for one year. I enclose my cheque for £27.50 made payable to Times Newspapers Limited.

Please print

NAME _____

ADDRESS _____

Signature _____

Date _____

Mail this Coupon to

NICOL DENISON Times Newspapers Limited, PO Box 7

200 Gray's Inn Road London WC1X 9E2.

Overseas subscribers should write for information to the address above.

Talkback

Bogus objectivity

Dennis Carter

From the APU report on language performance (TES, September 18) we now know for sure that reading tastes differ according to the gender of the children, that children who have free dinners have lower language abilities than those who pay, or go home, or eat sandwiches, that if you live in the Midlands your child runs the risk of inferiority in language performance - although we shouldn't jump to "firm conclusions" on the basis of a single survey.

In this way the APU extends and makes more permanent its empire. More surveys will be required, despite the fact that on Tom Gorman's own admission "differences in performance that are statistically significant are not necessarily significant in educational terms." These surveys will go further, and include the measurement of performance in listening and talking, and a massive bulk of data will be acquired.

We should be strenuously critical not only of the findings, which aren't necessarily proof of anything, but also of the motives behind the entire exercise. The motives of the testers and their superiors are authoritarian, even if they do not know it.

Assessment and measurement of this kind implies control. If we set out to assess or measure something, it means that we wish to control its performance and to improve it to suit our requirements. Assessment can legitimately be seen as a device whereby the teachers exercise control over their pupils, and by which the experts in the field, men such as Tom Gorman, and Alan Brimer of the University of Bristol, can exercise control over the teachers, to satisfy the demands of their superiors in the education system.

Witness the language of control in Alan Brimer's assessment materials for Nelson (Richmond Tests of Basic Skills): "Wait until you are told to go ahead." "This is what you have to do." "Wait to be told what to do next." Many teachers will say that these are stock phrases in their classrooms. But I would ask them to question the motives behind such instructions, and think about the effects such words have on children if used regularly over a long period of time.

The purveyors of objective assessment have convinced many teachers that objectivity is essential in making judgments about children's language development. Through a clever use of "appropriate" language, the APU team have made themselves appear to have achieved this. Yet this objectivity is utterly bogus.

Tom Gorman says "All the essays were double impression-marked by a panel of experienced teachers. A subset was marked by a different panel referring to criteria such as content and organization, appropriateness and style."

How cunning the quasi-scientific phrase, "double impression-marked". How appropriate that such jargon should be concocted to say that a group of teachers, human beings with failings and differences of opinion about what might constitute good writing, are merely passing their own opinions on the children's writing. This is subjectivity under the guise of objectivity, opinion masquerading as expertise.

What is worse, however, is the authoritarian control implied by the word "appropriateness". They are the judges of "appropriateness", a group of teachers who are educationally at the same level of thinking about the purpose of education as the team of testers, and who cannot know anything about any of the children.

These tests of the APU reflect only the criteria of the testers, who set the parameters of response. The parameters are in the booklets, the

questions and the invitations to respond. The parameters are also in the test situation itself.

Groups of children sit down to the same tasks, fearing to fall and to a frantic sense of competition, possibly if a known high-flier is among them. The children in such a context are under control, even if they are afterwards and make the right noise to gratify Tom Gorman's team.

Real language development is not out the individual responding to it rather than phoney experiences, in real language experience a "sense of audience" has actually been put in school pupils. They don't pretend to be writing for "a friend" or to be making "a request". Real language development is not about structural sequences of dummy runs.

These tests, though, encourage and give a great weight of establishment authority and respect to a dummy run approach to language development, which is the method of control. The APU language monitoring team are giving credence and support to those whose educational practice in the junior school is based upon the controlled simulation of experience rather than on new experience, to those who proceed to English exercises, structured by rammed and kits designed often by people who have never taught the class.

One wonders what the team would make of the letters of a writer and as e. e. cummings. They might be that in his letters to Ezra Pound he showed a lack of mastery of "only rhyme and grammatical constructions". Most sensitive people would simply enjoy the games with letters and words and ideas that are hallmarks of the poet cummings.

His letters when he was eleven, however, would not have gained a very high "mean score" on the APU tests. I am not sure whether or not he had free school dinners. I think not.

Dennis Carter is head of Tallies Junior School, Chyd.

The story of Heulwen

Norman Davies

This month, Heulwen will be entering a degree course at a North Wales college of education, just as many other young women will be doing. There is one difference. Heulwen is blind.

Heulwen (her name means "sunshine") became blind at a very early age, and the local authority arranged for her education at a residential school for blind children in England. The decision was difficult for her parents, as the home was Welsh both culturally and linguistically. Heulwen at this stage was monolingual Welsh, and henceforth her schooling would not be in her mother tongue.

Schooling it was, rather than education, as all the basic skills of touch, correct listening, use of Braille and typewriter had to be taught, and a new language learned. She settled in her new environment, the education balance was redressed through the many activities of the residential setting, and with peers of a like handicap. The authority provided regular transport home at weekends and this together with holidays, kept intact the cultural unit of a caring and loving family.

Heulwen was obviously able to progress further, and a place was secured for her at a residential grammar school for blind girls in the South of England. There was a period of family readjustment, as the weekend visits were less frequent

and the education provided in complete contrast to her linguistic and cultural background.

However, in addition to academic progress, Heulwen became skilled at horse riding and swimming, and enjoyed the varied activities at the school, which she transferred to home at holiday time. Her parents, wisely as it appears now, used these periods to foster the mother tongue and local friendships.

At the age of 16, Heulwen passed eight O levels, and seemed ready to proceed further to A levels and the appropriate career guidance the special school could offer. Two factors changed the situation. Her father, a key figure in the caring family, died suddenly; and there were indications that the disease which had caused the blindness might only be dormant.

The latter proved not to be the case, but the trauma of the father's sudden death affected Heulwen and her mother deeply. She was unable to cope emotionally with being away from home, and her mother now needed her there too. There was a serious conflict between the girl's emotional health and her educational future. Her mother asked the authority if her daughter could come home and continue her education locally.

The authority did not have provision for partially sighted pupils. At first it seemed that a place at the local college of further education might be a solution, but problems of staffing, appropriate courses and eventual career possibilities were unsurmountable.

In desperation, the authority turned to the local comprehensive school, and the problem was presented to the head and staff at Amwlch Comprehensive school in Anglesey. They said it would be a challenge to be accepted. St. Heul-

wen embarked upon a two year A level course.

Heulwen successfully undertook a A level course in English and history, in a school which follows a bilingual policy of Gwynedd. The school asked for no extra staff; Heulwen's skills that she had learnt in the special school enabled her to cope within the formal setting of a sixth form. She was able to take notes in Braille and transcribe these at home with her typewriter, and submit assignments as necessary.

A sensitive, perceptive teacher undertook to monitor the requirements of the school and to advise the interested mother. The special school gave advice about books, and the Royal National Institute for the Blind and the local Society for the Blind also helped.

The perceptive teacher oversaw the difficult task of transcribing examination papers into Braille by the help of a visually impaired teacher who could do this work at home, and the Welsh Joint Education Committee allocated extra examination time. The perceptive teacher began to learn Braille and undertook research work into the problems of Welsh-speaking partially sighted children.

As a result, the authority has developed a comprehensive overview of partially sighted pupils in the schools. Out of a population of 2,500 children, nine have considerable problems and otherwise might have been educated away from home. An attempt to solve the particular problem of the availability of Welsh language materials and resources for partially sighted children has been made in the form of a development project directly from Heulwen's case.

Norman Davies is Education Officer, Special Services, Gwynedd.

English for the billions

By John Weightman

English for Cross-Cultural Communication. Edited by Larry E. Smith. Macmillan £15.00, 333 2660 9.

Those of us who speak English in England can learn from this book that we are no more than a quaint little residue in a remote corner of the English-speaking world. What we may still fondly think of as our native language has slipped from our grasp and is now the property not only of North America but also of the whole globe. Political decolonization, in North America and then elsewhere, could be welcomed by us English without qualms, because it was a manifestly virtuous process: the transmission of democratic concepts from the centre of Empire to the periphery. But are we prepared to be equally broad-minded about linguistic de-Briticization?

When we listen to Lord Carrington and say, Mr Mugabe, the Prime Minister of Zimbabwe, speaking on television, we naturally assume that the former is using "correct" English, and the latter a deviant, though effective, form of the language. But statistically we are quite mistaken: Lord Carrington represents the minority group, and Mr Mugabe the vast majority of the non-English, for whom English is an indispensable tool of everyday living, and therefore "native" in a secondary sense. It is estimated that there are 120 millions of these secondary users of English outside the English-speaking countries, and a further 500 million for whom English is a

necessary foreign language. If the "secondaries" greatly outnumber the "primaries", then inevitably, in respect of usage, the tail will wag the dog, or rather the tail will become the dog. In 50 years' time, the Prime Minister of Zimbabwe may still be speaking in the manner of Mr Mugabe, but Lord Carrington's brand of English will probably be extinct and the British Foreign Secretary of the day will be automatically approximating to some African or Asian norm.

This book itself is a portent. It consists of 14 conference-papers, written by teachers and linguists of about 10 different nationalities, for a symposium at the Culture Learning Institute of the East-West Center in Hawaii; the Introduction is a joint statement by a Kashmiri and an Englishman, and the preface I have been studying emanates from Bangalore and bears the signature of an Indian proof-reader. The contributors seem to have composed their papers independently and without mutual consultation, because most of them repeat exactly the same point. They echo a statement made in 1976 by Larry E. Smith, the editor of the volume, to the effect that the time has come to "denationalize" English, and that "since English belongs to the world and every nation which uses it does so with different tone, color and quantity", the teaching of English as a second or foreign language should give way to the concept of English as an "international" or "intercultural" language.

The argument is put forward in relation to various backgrounds - India, Singapore, the Philippines, Malaysia, etc. - and sometimes it is expressed with a certain fervour, as if there were a reactionary resistance in favour of pure British or American English to be defeated before the local variety of English could come into its own. Braj Kachru, in particular, implies this, and he may even be accusing the British and the Americans of conservatism, because he lists seven prevalent "attitudinal sins", including "the sin of ethnocentrism" and "the sin of not recognizing the non-native varieties of English as culture-bound codes of communication".

On the other hand, at least one of the contributors expresses the fear that the language, outside the British and American contexts, may already have broken up into separate idioms, as different from each other as the Danish, Swedish and Norwegian languages, and may eventually split off into radically different tongues, in the way Latin evolved into the Romance languages. Already, it seems, in many places there are two main forms of English: "correct" speech, which is used only by educated people and on official occasions or in conversation with foreigners, and the local demotic English, which serves as a *lingua franca* between different ethnic groups and is the more natural form of expression.

There is nothing here to surprise an Englishman used to the melody of regional and class dialects in England, and to the existence of Scottish, Welsh and Irish English, as well as Southern Standard. The adoption by an Asian or African community of an idiosyncratic variety of English as a first step towards intercommunication is clearly a good thing if, as in Singapore, this *lingua franca* bridges gaps created by eight or nine mutually unintelligible forms of Chinese, Tamil and Malay. There may, indeed, be a case in some areas for evolving a grammar and a lexicon of this local neo-English tongue and for teaching it as such, if it is the language of the local community,

and not, like American Black English, a non-localized, minority speech with divisive social implications. I cannot understand any Black American actually wanting Black English to be taught, since it limits access to the general national community, just as I would not advocate the teaching of the intensely local variety of Northern English to which I am sentimentally attached. But Indians might well think it advisable, in the medium term, to create their own Standard English; this is a matter for them to decide, and if Mr Kachru is implying that any Englishman who has reflected on language would presume to object, I think he is mistaken.

But, of course, if English for Cross-Cultural Communication means helping English on towards the status of world-language, this involves in practice continuing, for the time being, to teach British or American as the International Standard. To facilitate the task, Professor Randolph Quirk proposes a new form of Basic, called Nuclear English, which would be "culture-free as calculus, with no literary, aesthetic or emotional aspirations". This is a worthy suggestion and smacks of British modesty, but I cannot see it getting very far. During a long career as a language-learner and translator, I have constantly rediscovered that every word in every living language, once you really understand it, is absolutely culture-soaked. I once tried to prove the point by an exhaustive analysis of the sentence "The cat sat on the mat", showing that it is, in fact, a deeply ambiguous English poem, untranslatable into any other European tongue. There are no short cuts to language-learning, because each language is a whole, independent universe of significance, and this is precisely why Mr Kachru is claiming separate status for exotic Englishes as culture-bearers. My guess is that they will achieve it, and that the future world-English will be an amalgam of the American, Indian, African and Asian standards, with British English as only a distant memory.

Copyright at the crossroads

The director of the Educational Publishers Council looks at the current state of play

Copyright owners may frequently have cause to call to mind Shakespeare's metaphor of Patience on a monument. Sitting on the monument of copyright legislation and watching its inscriptions being defied far and wide requires infinite patience. So does following the rugged and tortuous pathway which may lead to a solution to this dilemma.

The copyright monument is there for a good reason. Without copyright, literature would die. No one can afford to write or produce work which will be wantonly copied and pirated. Eventually, so many copies would be reproduced free rather than bought that publication would no longer be economically viable.

There are two courses of action open to the writer and publisher who wish to defend their interests. The first is to take legal action against those who break the law. In the UK, two successful cases have been brought by the Music Publishers Association against a local education authority and a public school. Publishers in the USA have also taken action against the "copying mills" which churn out and sell copies of material for college students. A major British university recently provided. The Publishers Association with undertakings that it would ensure that copyright material would not be illegally copied on its premises.

The alternative is to make arrangements to license material which is copied outside the law for an agreed fee. Certain British publishers have such arrangements for the use of specified material in individual local authorities. The local authorities of the UK have a collective agreement with the Ordnance Survey which has been in existence since 1945 and currently

permits the copying of maps in all local authority departments and institutions for a total payment of over £2 million a year. Lawyers, architects and surveyors can also license their offices with the Ordnance Survey on an individual basis.

The Whitford Committee which reported on the situation in the UK in 1977 recommended the introduction of general licensing schemes. This proposal is reiterated in the Government's Green Paper which was published in July: "If copyright owners consider it desirable, it is already open for them under the existing law to band together and establish licensing schemes and negotiate with the different groups of users." The Government seems further to accept the licensing solution by announcing its intention to set up a Copyright Tribunal to arbitrate over rates of payment. Licensing schemes have already been established in other countries: the Netherlands, Germany, Australia, the USA, Scandinavia. They provide a means by which users of copyright material can take copies without having to undertake a slavish and lengthy procedure to obtain individual permission.

A Committee of United Kingdom Copyright Owners, under the chairmanship of Lord Wolfenden, has been working on details of licenses for the last four years. All possibilities have been investigated, and long discussions have been held with certain of the user organizations. The Committee has now completed its deliberations and licenses are on the table for consideration by individual rights owners and user organizations.

The Government Green Paper leaves the reader in no doubt that the type of multiple

copying which takes place in schools is against the law. It states that there is a great deal of copying "which constitutes an abuse of the exceptions, in particular in the taking of multiple copies of the same work." Surveys have been undertaken in an attempt to establish the amount of such copying which takes place in schools and the most recent estimate set the figure at 200 million pages each year. The Government is giving consideration to spelling out in the Copyright Act that exceptions do not include the production of multiple copies of the same material.

Large numbers of teachers in the UK are therefore undoubtedly breaking the law. The Wolfenden formula would propose that teachers record copies made and pay a pro rata sum (2p per page) for copies made. The principle of licensing has been endorsed by the major teaching organizations but rejected by the local authority associations. There are indications however, that certain individual local authorities might be prepared to consider taking out licenses if these were offered to them.

The Green Paper also deals with the vexed issue of "fair dealing". This exception to the law allows a person to take one copy from a copyright work for "research and private study". It also allows a library to take one copy of a periodical article on behalf of a reader. Libraries may not take any copies from books and must charge the reader for the costs attributable to the production of the copy. On these grounds, the British Library justifies a huge interlending service, which issues 1½ million copies of periodical articles each year. No royalty is paid to the original producer of the article.

The Whitford Committee recommended the eventual abolition of the "fair dealing" provision for libraries. The Green Paper does not go so far. It does, however, suggest a limitation in that this facility should no longer be allowed for the purposes of research carried out for the business ends of a commercial organization. A significant proportion of the use of the British Library's interlending service comes into this category.

The Government also turns its attention in the Green Paper to the use of computers as a vehicle for transferring information. It is made clear that in the Government's view "computer programs attract protection under the same conditions as literary works". Copyright protection will extend to any work fixed in any

form from which it can be reproduced. This is very much in line with current law on the use of broadcast material.

It is always difficult to gauge the impact of a new technology. Several predictions in the past have proved to be sadly astray and the use of printed material still predominates in the educational and academic world. If the new technology takes over from print in the way that its most daring protagonists suggest, there could be a revolution of the copyright problem. Material which is issued in one "electronic" copy is certain to attract a charge on each occasion when it is used or reproduced. The Post Office's Prestel system works on this basis with the owner of the material nominating the charge. A group of scientific publishers is currently negotiating with the British Library to provide an electronic document delivery service where the producers of the material will charge for each copy taken.

Copyright in this country is now very much at the crossroads. The Green Paper does not substitute lush pastures for the steep and rugged pathway, and much depends on the initiative of both owners and users of copyright. As far as the owners are concerned, Patience has sat on the monument too long. Legal action is inevitable if the law continues to be flouted. Depending on the acceptance of both sides, this may be linked to a licensing scheme which would allow most copying to be easily and painlessly covered and paid for. It is appreciated that all Government institutions are, at present being squeezed by economic restraint and cannot contemplate additional expenditure. Morally, however, is on the side of the rights owners. The British Government, the European Commission and the United Nations have all made it clear that authors and publishers must be remunerated for the use of works which are protected by law. The spread of payment for copying which is likely to occur as a result of the tightening of the law proposed in the Green Paper is likely to cause educationists to consider whether present levels of copying can be economically and educationally justified. Who knows? It might result in more books being bought.

John Davies

Department of Trade, Reform of the Law relating to Copyright, Designs and Performers' Protection, A Consultative Document, Cmd 8302 July 1981. HMSO £3.90, 0 10 3020 3.

Glorifying the godhead

Egyptian Sculpture: The new exhibition, British Museum

"The skies cloud over, the stars are obscured / The vaults of heaven shake, the limbs of the earth god tremble / All is still / When they behold the king in all his divine power / The dwellers of heaven serve him". So an Egyptian poet; thus the Egyptian king, raising the greatest monuments in the ancient world, glorified the godhead in themselves - and would not perhaps have been displeased with the new exhibition in the British Museum.

The old serried ranks of sarcophagi and tomb walls have been broken up into groups and freestanding forms. Over all the bust of Ramesses II, surely one of the vainest men ever to have lived, blares like a visual trumpet. Time had a different meaning then, when men with bronze axes could hammer out the king's statue from six tons of light-coloured granite, keeping the light colour for the head and the dark for the body. Time was after all, part of eternity, and the life in the tomb repeated and absorbed the life in the Valley of the Nile, vividly depicted in fresco and bas-relief.

The tomb-like lighting in the small side galleries entices the visitor into this world. Frescoes, statues, small stela, and most strikingly, a gold-masked tomb case freeze for us

those tiny delicate people with the huge eyes. How beautiful the opalescent glass of a hedgehog kohl-pot, the bright blue of falience beads against gleaming gold, the round shapes of ceramic fruit. The variety and sophistication of style in these smaller objects, placed together with the sculpture for the first time, is amazing, as is the range of technique they evidence.

The exhibition is punctuated with panels of written information, illustrated with maps. These are helpful in placing the objects within a historical context, though they are a little erratically placed. "The duration of what is done on earth ... is a kind of dream" said the Egyptian singer. Egyptian dreams are still tangible today, in these speaking stones.

No less than nature, art. The art of adornment, of the small graces, was as peculiarly Egyptian as the art



From the "Book of the Dead" of the High Priest Amen

of colossi. How beautiful the opalescent glass of a hedgehog kohl-pot, the bright blue of falience beads against gleaming gold, the round shapes of ceramic fruit. The variety and sophistication of style in these smaller objects, placed together with the sculpture for the first time, is amazing, as is the range of technique they evidence.

The exhibition is punctuated with panels of written information, illustrated with maps. These are helpful in placing the objects within a historical context, though they are a little erratically placed. "The duration of what is done on earth ... is a kind of dream" said the Egyptian singer. Egyptian dreams are still tangible today, in these speaking stones.

Victoria Neumark

Personality plus

Children's Book Week (October 3 to October 10) is graced with an eminently suitable personality this year. John Craven, well-known to children from BBC's *Newsworld* and *Swap Shop*, is himself the author of six information books, the most recent of which, *John Craven's Wildlife Report* is published this month.

He is going to be busy this week, travelling from Southampton to Leeds, Birmingham and Edinburgh to visit schools, bookshops and libraries and to talk about books on local radio. Perhaps the highlight will be his return to Headingly County Primary School for the first time since he left there for the local grammar. This was the scene of his first literary achievement (ten shillings won in a Hovis essay competition) while the nearby cricket ground provided opportunities of another sort: cash deposits returned to small boys willing to collect abandoned cushions after the matches.

John Craven's 12 chosen books reflect his love of wildlife (*Tarkine the Otter*), his concern to support the International Year of the Disabled (*Tass, the Story of a Guide Dog* and *A Friendship of Equals*), his observation that many children's books are, in performance, expensive (*Frankenstein's Monster* and *Book of Amazing Facts About Your Body*), and his love of nature (*Wildlife* and *Wildlife*). His books are a little less than a pound and the tastes of his daughters, Emma who is nearly nine and six year old Victoria. He is genuinely anxious to encourage children to read for themselves and

takes pains to make his own books readable and attractive: "I aim for a reading age of ten, then the eight and nine will try them but I like to put in a few words they won't know". His work on television and as an author requires him to keep in touch with children's ideas and interests and this he finds easy enough. He is recognized everywhere, "they don't think of me like a pop idol - there's none of that silly simpering" so he is quite accustomed to informal chats on buses and trains.

Besides John Craven's tour there will be hundreds of special activities all over the country to mark Children's Book Week, from author's visits - over 150 of them, including Leon Garfield, Shirley Hughes and Peter Dickinson - and readings to puppet shows and teddy bear parties, from films and plays to exhibitions and craft sessions. There are competitions too - a School of the Year competition, sponsored by Lloyds Bank and a painting competition. Details of the latter from Children's Book Week Competition, 45 East Hill, Wandsworth, London SW18 2QZ. Closing date October 12.

Each area has a separate organizer. Find out more from your local school library service or from Michelle Oberman, Book Marketing Council, 19 Bedford Square, London WC1B 2HU (01-580 6321).

Heather Neill

Aesthetic - and useful

Modern Japanese Lacquer Art, Victoria and Albert Museum until November 8.

Even people who are interested in the visual arts are turned off by the mention of crafts because it is a term that still carries with it an air of quaint worthiness. Others, aware of the current quality and variety in ceramics, furniture, and so forth, are nonetheless perplexed when they find a craftsman in his enthusiasm to show that he is also an artist, foregoes function altogether and produces decorative objects. And it is still comparatively rare to find an exhibition of utilitarian objects attaining the status of fine art by dint of their craft element but, fortunately, the V & A's small Japanese lacquer show is such an exhibition - it confirms the view that utility need not be ditched in favour of aesthetics.

Lacquer is a natural juice taken from a tree and coloured by the addition of black, red, brown, yellow, or green pigment. It is applied,

layer by layer, to wares like bowls and boxes that are usually made from wood. There are many exciting stages in the process.

There is an show, in example, a group of red lacquer dishes which echo flower shapes, and whose edges are petal thin, being composed of layers of lacquer. The beauty of the lacquer is the depth of its surface which gives an object an extraordinary sense of stillness - light appears to be sucked into the surface. The shapes of the bowls and dishes are coupled with the exactness of line created by the rims, which are frequently indented or fluted, contrive to make objects that are near perfect. The final fact is that these wares can be used. This is not gallery art, marginal and esoteric, but domestic art, and infinitely to be preferred to the vulgarity of the art craft demonstrated by the Europeans and North Americans in the New Glass show also recently held at the V & A.

Peter Dormer

No Romantic rebel

Dr Faustus. By Christopher Marlowe. Royal Exchange Theatre, Manchester. Until 24th October.

If Shakespeare had not reworked the subject of Thomas Kyd's lost *Hamlet*, then *Dr Faustus*, by Kyd's fellow-lodger, might have become the play that launched a thousand books. For, despite its author's singularly assertive manner with both language and character, there has been critical disagreement about the date, text and meaning of *Faustus*.

Adrian Noble, who directs the Exchange production, believes it is Marlowe's last play, sounding the voice of experience a long way after the innocent ambition of *Ti Tamburlaine*. *Faustus* here is no Romantic rebel; he dismisses going into formalities before opening a present. By the end of the play he is, as Ben Kingsley repeatedly suggests, childlike, "whether awkwardly arrayed in the elaborate clothes the

devil provides, capering gleefully in the Papal Court, or desperately reverting to the posture in which he summoned Mephistopheles as he tries to gain release from his bargain. In contrast, James Maxwell's hollow, despairing Mephistopheles is a Faustus's over-confidence and complacency of his eager questioning. The simple staging gives the space to these two, yet has moments of visual splendour when necessary. Both sound and lighting are excellent, as usual in this theatre.

To have *Faustus*'s first speech delivered atop a stepladder provides a clever image but proves awkward. The Deadly Sins are unappealing; far from delighting *Faustus*, they are a good advertisement for heaven. The determination to let the action make its own point to the extent of cutting the final chorus makes a ragged ending. Nevertheless, this is a thoughtful, detailed and exciting production of the play as most of us are likely to see.

Timothy Ramsden

Peter Brinson

Messages to the people

Hugh Stephenson on the arms race

The Eagle and the Bear, Yorkshire Television. The Defence of the United States, BBC1.

This week the American Secretary of Defence, Caspar W. Weinberger, has published a 99 page booklet, complete with colour charts, drawings and photographs, showing the Soviet military strength in Europe. It is part of an openly acknowledged public relations campaign, designed to convince the American public and America's allies abroad of what is called in Mr Weinberger's preface, "the threat to western strategic interests posed by the growth and power projection of the Soviet armed forces". The most interesting map, perhaps, is one showing the deployment of Soviet SS-20 medium-range missiles, within range of the whole of Western Europe and much of the Middle East and North Africa. For domestic consumption, the message is that more money needs to be spent on the American defence budget, if the arms race is not to be lost. For European consumption, the message is that Pershing and cruise missiles must be stationed in Europe to restore the nuclear balance.

All of which is further evidence, if any were needed, that the present regime in the Kremlin and the new Reagan administration in Washington have, deliberately or otherwise, drifted into an arms race of major proportions. For the past several weeks both the BBC and ITV have been bringing us heavyweight documentary series on aspects of this renewal of the cold war. The BBC offering is a look at the state of the American armed forces, prepared by CBS Television. The other is a report for Yorkshire Television by Jonathan Dimbleby on the present state of the tension between the two super-powers. The combined effect of the two series is substantial. For

though television is not at all an easy medium for analysis or the projection of difficult ideas, it has the corresponding strength of being able to project powerful images that remain in the mind long after.

The prevailing image left by the CBS series is a clear picture of that phenomenon at work, against which in his surprising farewell speech President Eisenhower warned the American people, the power of the military-industrial complex.

The American strategic nuclear deterrent is based on a triad - the manned bomber, the land-based missile, and the nuclear submarine. The dusts combine to create the single most effective lobby in the United States in favour of spending federal funds to give each leg of the triad the best that money can buy. Few Presidents can resist it. For a while President Carter tried. He cancelled the new B1 bomber, though it is once again back in the active programme. President Reagan not only did not resist it, he positively embraced it. For he sensed rightly that middle America is in something of a jingoist mood, a reaction to the defeat in Vietnam and a host of petty episodes, like the fiasco of the Iranian hostage rescue attempt.

The main contribution of the CBS/BBC series is that it allows one to see at first hand the clear evidence that those in charge of the American war machine live, think and exercise as if a super-power nuclear exchange was a possibility. With the sort of quiet reasonableness that might be deployed in a discussion about politics or football, soldiers, sailors, airmen and politicians are seen discussing how a nuclear exchange might turn out, or how a full scale conventional war against the Soviet Union might develop in Western Europe. What emerged on the conventional side is that the American armed forces are in inadequate shape to perform the role of world policeman.

in almost all respects. The idea that the now developing Rapid Deployment Force could exert American influence in remote parts of the globe (for which read the oil producing Gulf States) carries little credibility.

On the nuclear side, the series forced the Secretary of Defence in effect to admit that American nuclear strategy had changed. Until now the unspoken assumption was that the United States would ride out a Soviet nuclear strike, secure in the knowledge that its ICBMs were in their silos and its nuclear submarines at large and undetected. Now an option being exercised is that rockets would be launched in limited retaliation while the Soviet attack was underway, with the President and the command structure having something under 20 minutes to make the final decision. But as the first of the CBS programmes concluded, a single 15 megaton bomb exploding at ground level at, say, Omaha, Nebraska (the home of the Strategic Air Command) would, by blast, burn and radiation leave 2 million dead within six weeks. An all out attack could be with 2,000 or more such bombs.

As a former US defence adviser was brought to say, even with existing levels of American strategic nuclear weapons, the United States were in effect already more rockets available for targeting than there were "interesting" targets in the Soviet Union. The nuclear arms race, in short, has already reached the point, without any further development of weaponry, where a nuclear war between the super-powers would be the end of life as anyone would recognise it in either country. What is more, which is the message of the *Eagle and the Bear*, in the real arena where the neo-Cold War is being fought out on the ground, the nuclear balance has little or no relevance at all.

Literary competition

Report on Competition No 19 By Charybdis

Lulled in uncritical conformity, Mirth at this monstrous fantasy. Hall of the arts that like a garment wears Suits, pipes, tubes, escalators, lifts and ducts; Bares to the gazer's view, wheels All that a building usually conceals. Sun never did more ludicrously Mere workings of the builder's homely art. One sees the vast intestinal display Here, where that mighty heart lies inside out. None can imagine what it may enclose - Dear God! I hope I never see inside! Joan Evans

Hokey-Trochee Reading on through "Hiawatha", Bleeding slightly from the effort, Ever tramping o'er the prairie, Never taking time for coffee. "Ban this metre!" cries the reader; "Can it not be varied somewhat?" Falling hither, falling thither, Hauling in the same old phrases, Mudjikeewis, Minnehaha, Sludgily trochaic name-words. Time we should not squander seeking Rhyme for "keewis", rhyme for "haha". Nonetheless I gentle offer One idea to future poets: Why not, rather than the ending, Try to rhyme the line's beginning? Paul Griffin

Psychiatric Ward Here in this place of confusion, I, once so sound in my wits, Lie languishing in despair, Early and in comprehension, Surly attendants surround me; Time flows backward, weirdly, Dull'd would his senses be who could suppress, - I'm void of present selfhood, The Pompidou Centre, Paris Earth has so many things to show more fair, Dull'd would his senses be who could suppress, - I'm void of present selfhood, Paul Griffin

Early form of Cretation Far back along the evolutionary chain. Am I fish or reptile? Lamb of Love or Tyger? Are these attendants malign? They've drugged me with powerful pills. Shocked my brain with electrodes, Locked me away from the light. Save me! Save me! Oh save me! Gerard Benson

Rewind At the end of life, some say that Time runs Back, fast like a full cassette on Rewind. Slack tape pulls taut, winds itself neatly till That click betrays the end and the beginning. Flat playing fields, short trousers, childhood friends Track across the mind's eye - a thousand things Pack those last seconds, like a comic strip - Splat! Zoom! Ket-pow! Authority is Man's riddles solved. And in this simpler world Right stands alone. But we are prey to our Deceiving senses, dulled by - Sight of that kind is only given to those mused outside, Receiving only the garbled version. F. Pitt-Kethley

Competition No. 20 Set by Seylla "Gunpowder, treason and plot" Please to remember The Fifth of November consists only of six lines. May we have an extended version please of nine or ten lines as Blake, Tennyson or Housman might have written it? Closing date: October 21.

A new kind of censorship?

Two issues stand out prominently from the unhappy tale of the rejection of John Bowen's play, *A High Priority*, (see page 1). First there is the question of what Bowen calls "censorship", and second that of the portrayal of black people and their relationships with white people by television and especially in this case for an audience of children. John Bowen's experience strongly suggests that parts of schools television are now extremely diffident about the presentation of racial issues.

In his letter John Bowen defines the main issue thus: "It is not merely that a play should at the last moment be censored out of existence, but in this case that the ultimate censor should not be the television company, far less the IBA, but the writer, responsible, not should Thames, my employer, be".

If John Bowen is implying that Thames should not discuss his play with ILEA officials or that ILEA should not have the right to deny a film crew access to a school then he is obviously on tricky ground. But there is more to the controversy. Why, for example, did Thames confidently accept the play only to turn it down out of hand after discussion with the ILEA, risking alienating a first class playwright whose previous work for education television has been widely acclaimed, and why did the ILEA, described by Peter Scroggs, Executive Producer for Thames Schools Television, as "normally the most helpful of authorities", choose to make it impossible for this particular play to be broadcast?

Certainly a major influence in the decision were the summit riots, which occurred after the commissioning and accepting of the play but before the discussion with the ILEA. Both the ILEA and Thames are jittery about the presentation of racial tensions on the screen. Ostensibly the argument centres round two characters in the play who are overtly racist: the father of the girl who threatens to go to the National Front as a means of evicting the girl and her baby.

Peter Scroggs writes: "our experience is that schools prefer these days to approach black/white relationships from a more positive angle. There is always a risk that the portrayal of simple-minded racism merely confirms the prejudices of a proportion of the audience".

It is unquestionably true that the way blacks are portrayed on television, as individuals and in their relationships with white people, is of immense significance in combating racism. John Bowen's play, however, presents a positive image in its one adult black character, Gordon, the father of the baby, is sensitive, capable, intelligent, and heading. He appears at first overridingly ambitious and rejects the baby as an

impediment to his career, but later seeks out his ex-girlfriend to offer support. As to the racist characters, Bowen argues that the baby's colour will automatically make her a target for racism, and that to pretend otherwise would be dishonest.

Peter Scroggs's view is opposed. He argues that schools need "examples of harmony rather than discord". He also adds other criticisms. In his letter to Bowen he argues that "when I first read the play I was unhappy that the basic theme of Sheila's motivation and her struggle for survival had been complicated by the issue of the baby's colour". Is the implication that to introduce a black character into a play is to risk overloading it, especially if that character, directly or indirectly, experiences racism? If it is then we are indeed a long way from accepting plays where the colour of a character is immaterial which is the ideal of many black organizations.

Related to this is the contention that the play's ground has already been covered by the ILEA ETV service's *Somebody's Daughter*. The assumption is one too often found in educational television and radio drama circles, namely that a subject can be neatly packaged and wrapped up in one fine production. According to this argument *Somebody's Daughter* has adequately covered for the foreseeable future the question of a relationship between two people of different races which results in the birth of an illegitimate child.

A High Priority is a good play which is also exceedingly relevant to young people. Though written a year ago, the final speech of the young girl reflects exactly the findings of current research into the motivation of many teenage girls who decide to keep their babies - a case of life imitating art.

Thames may be right in conceding to the ILEA view that simple-minded racism confirms the prejudices of many. But John Bowen's argument that racism must be treated honestly - "it is both more honest and more wise to base one's teaching on what is than on what one would prefer to be" - is persuasive. What is evident, however, is that nothing will be gained by discouraging first class playwrights from writing plays for schools which include black characters, and this is what Thames with its heavy handling of the situation is in danger of doing. Thames is in a position to encourage a discussion between those who write plays, representatives of coloured people and those responsible for our schools on the topic of the presentation of black people in schools drama. Why then did they turn down Bowen's request to meet the ILEA officials who have apparently vetoed his play? They might do well to reconsider that decision at least.

Carolyn O'Grady

FREE

NEW 125-PAGE ILLUSTRATED CATALOGUE

Songbooks... Printed Music... Tutors... Accessories

Browse through our new 125-page illustrated catalogue of printed music and songbooks. Choose words and music or choose from hundreds of titles for classical, jazz and folk instrumentalists. Contains easy-to-follow tutors... and many other books on pop, jazz and rock.

Important! **Free** access to all our 100 important music accessories. All at reasonable prices plus fast service.

Your 125-page catalogue is **FREE**. For your copy, by 1st class post send 25p to Mail Order Music, Camden House, 71 High Street, Newmarket, Suffolk.

To Mail Order Music, Camden House, 71 High Street, Newmarket, Suffolk. Please send me your 125-page catalogue by 1st class post. In envelope 26p.

NAME _____

ADDRESS _____

E40C

ROCK
JAZZ
CLASSICAL
TUTORS

Extending Beginning Reading

by Vera Southgate, Helen Arnold, Sandra Johnson

This long-awaited Schools Council report has attracted enormous interest in press and TV coverage, particularly in its controversial questioning of the value of children reading aloud in class.

Available now from your bookseller or, if it is more convenient, direct from HEB by using the Order Form below.

Cash Order Form

(UK ONLY)

Heinemann publications should be available through your local bookseller. However, if it is more convenient, Heinemann Educational Books will accept book orders, using this order form, or telephone orders for payment by credit card.

COPIES	TITLE	PRICE	TOTAL
1	Extending Beginning Reading	£5.60	

I enclose payment
☐ Cheque/Postal Order
☐ Access
☐ Creditcard/VISA

Orders may be placed immediately by telephone using Barclaycard Access. Simply telephone our Order Dept. on 01-627 3311 quoting your card account number. Please allow up to 28 days for delivery.

Signature _____ Date _____
 Name (Please use block capitals) _____
 Address _____

Heinemann Educational Books
 Urgent Order Department, FREEPOST EN17, 22 Bedford Square, London WC1B 3BR. 01 627 3311

BBC Language Courses

These courses are being broadcast during the Autumn on BBC tv and radio.

Ensemble
 A combined radio and television course in French for beginners. The vocabulary is related to everyday activities such as shopping and travelling.
 Two books £2.25 each
 Two records £2.19 each
 Two cassettes £2.99 each

Get by in French
 A short, intensive course ideal for the holidaymaker or business traveller.
 Book £1.00
 Cassette pack £5.50

Wegweiser
 A second-stage radio course for those who followed *Kontak*, or who already have a grounding in German.
 Two books £2.00 each
 Two records £3.34 each
 Two cassettes £2.65 each

Por aquí
 A second-stage course in conversational Spanish from BBC radio.
 Book £3.50
 Three records £4.03 each
 Three cassettes £4.31 each

BBC FROM PUBLISHERS BOOKSELLERS

Would subscribers to the
TIMES EDUCATIONAL SUPPLEMENT

In future please direct all correspondence and enquiries to:

TIMES NEWSPAPERS LIMITED

Supplements Subscription Manager
 Oakfield House, 35 Perryman Road, Haywards Heath, West Sussex RH16 1DH.

books The winning team

Education in the Eighties: The Central Issues. Edited by Brian Simon and William Taylor. Basingstoke £14.95. 0 7134 3679 4. £4.95. 3680 8.

The secret of editing a successful collection of essays is to pick a good team. Simon and Taylor have assembled a formidable squad, who between them have produced the best analysis of current issues I have read for some time.

The first five chapters deal with issues which have sparked for a decade or more but may explode in the near future. Alan Little's statement on education in a multicultural society has the ingredients frequently missing from other writings on the topic: balance, insight, evidence, policy proposals and compassion. He summarizes much of the evidence on under-achievement amongst some immigrant groups, showing how several disadvantages can accumulate and compound each other.

His proposal for recognizing at individual school and local authority level the problems of prejudice and underachievement within a framework of national support deserves a wide hearing, especially in view of the under-use of central government grants by some authorities, which he also highlights.

Bill Taylor's own chapter on the problems of falling rolls is an authoritative overview of the effects of contraction on curriculum, resources and

careers. The importance of schools to their community is emphasized, as well as the increasing likelihood that parents will mobilize to prevent closures. There is mention of the more widespread educational use of buildings which saved many threatened American schools from closure.

Entwistle's predominantly Marxist critique of work, leisure and life styles explores the notion that whereas industrial mechanization has produced an army of unskilled machine minders, the kind of automation likely to occur in the future will simply make people redundant. Rather than predicting a future of increased leisure and lifelong education, however, he sees leisure merely as a euphemism for unemployment, the new optimum of the people. I hope capitalism is not as evil and insensitive as he believes, but with service jobs increasingly being seen as parasitic and unproductive, and governments opting for short-term palliatives rather than long-term remedies, his gloom may, sadly, be justified.

Part two of the book contains nine contributions, and the quality of these is equally high. Denis Lawton's analysis of curriculum change is a very clear account of such matters as behavioural objectives and cultural analysis. He argues that the INI document Curriculum 11-16 with its eight areas of experience is firmly rooted in the cultural analysis tradition. I always fancy that a behavioural objectives fan seems to have been

let loose in the mathematics section of the INI papers. John Watts' section on community based education brings the same quality of enthusiasm to the topic which marks much of what he does. Henry Morris and the Leicestershire colleges and the Leicestershire Education and Leisure Trust, both in rural and urban settings. He offers a list of 10 in the field of community education such as opportunities for life study, the need to create rather than destroy, the intelligent use of learning to exploit communications media - not to exploit them.

Other contributors cover topics such as egalitarian reform, accessibility, research, political education, government, European diversity, the absence of pedagogy, English, and the media. With a wide ranging book the editor has done well to achieve a uniform high standard and to avoid unnecessary duplication. There is a certain amount of cross-reference and above all every chapter is able.

Although some of the well-known authors re-state evidence or point view they have already written where, all have managed to do with freshness, and have avoided slightly staid, stale feeling a sometimes experience when not a syndicated book.

E. C. W.

A second profession

Finally It's Friday. School and Work in Mid-America, 1921-1933. By Loren Reid. University of Missouri Press £8.40. £262 0330 2.

This is the second instalment of Professor Reid's autobiography. The first, *Hurry Home Wednesday*, published in 1978, told of his childhood in a small Missouri town, where his parents owned and edited the local newspaper and ran the post office. That book won two literary awards as had Professor Reid's research study, *Charles James Fox*, nine years previously. It will be surprising if *Finally It's Friday* does not secure similar accolades, for it is an absorbingly interesting account, not only of what seemed to be an American standard, an unusually peripatetic youth, but also of an era of rapid technological development, in which radio and television were born, cars and aeroplanes became reliable, and many an industry was revolutionized.

In 1921, when he was 16, Professor Reid's parents moved from Gilman City, a one-newspaper town in Missouri (population 600), to Osceola in Iowa, a two-newspaper town (population 2,250). They made the journey in "Old Betsy", their 1914 Overland touring car, "which had never been driven as far as 85 miles" before - and which at first obstinately refused even to start. Cars were like that in those days.

Young Reid, though still a high school student, was already an experienced newspaper reporter and linotype operator. The latter skill was to carry him financially through some ten years of discontinuous study at half a dozen colleges and universities, culminating in a PhD in Speech (the origin of *Charles James Fox*), marriage and high school teaching post.

Working one's way through college was, and doubtless still is, common form in the United States. In this book Professor Reid really brings home what undertaking paid employment on top of a college day can mean in terms of time and energy. It made him decide in 1925 that he would "work full-time for a year and then finish college without the burden of a part-time job".

He got a job as a linotype operator at the Government Printing Office in Washington, "the not largest printing establishment" while there he learned that "a truly operated keyboard had been devised so one operator could set some copy on a score, or a hundred other type setting machines, all over the country." He recalls the implications: "finishing a degree."

He went there still intending "to follow the family publishing tradition" but on being told that it took only three extra courses could qualify for a teaching certificate, he did so. A second position could come in handy. It did: he offered a high school post in his main job would be to "run the school paper, *The New Lincoln*". Right up his street, he concluded, and became a teacher.

Professor Reid is now retired teacher, but not, one hopes, a nearly 50 years - many of his moments - to record.

H.C.D.

Smartened up for parade

Disraeli the Novelist. By Thom Braun. Allen and Unwin £10.00. 04 809017 4

How unfortunate that Dr Braun has chosen as his epigraph this quotation from *Lothair*, "Books are frail: they are the curse of the human race. Nine-tenths of existing books are nonsense, and the clever books are the refutation of that nonsense." Dr Braun's work does not fall into the latter category.

Like many another smartened-up PhD thesis, Disraeli the Novelist is a one-track book. Dr Braun hammers home his conviction that "with a few exceptions, Disraeli's novels are more important for what they tell us about their author than they are as works of art in their own right," by dint of reiteration rather than proof. A chapter per novel, the conclusion as above at the end of each chapter.

small pieces of textual lit crit analysis and liberal quotation; the structure is as stale as its content is unmemorable.

Furthermore, and this is more serious, Dr Braun's point is not proved. Since he skimps biographical detail to examine the texts, it is really Disraeli's novels and not Disraeli the novelist under the microscope. Since he refers badly at all to Disraeli's political writings, the reader cannot judge how far "fiction" and "fictionalising" formed an important part of his life and how far Dr Braun's is special pleading from a few scattered references in letters and prefaces. And since so much of the illustrative detail shows no more than Disraeli enjoyed describing jewels, it is hard not to suspect that Dr Braun is more concerned to parade his research than to convince us that he is exploring a "side of Disraeli's nature".

One could never guess from reading through the trivial traces of literary academic that "a good book" is the precious lifeblood of a man's spirit. Disraeli, if too richly endowed and idiosyncratic, yet has a life in his work, evinced in the quotations far more than his critic's. Though dead a century, his words and images remind us that people then were as vital on the edge of the present as we do now: a truth to which Dr Braun's painting by

The Penguin edition of Disraeli (by Dr Braun) is still available. If you want to watch the actor-manager swagger through the pages, a good read of that is a picture of the Disraeli who was more novelist than this book.

Victoria Newman

Towards the millennium

The Government of Education. By Keith Fenwick and Peter McBride. Martin Robertson £15.00 and £5.50. Parents and Playgroups. By The Pre-School Playgroup Association. Allen and Unwin £8.95.

These two admirable books stand at opposite poles of the educational field, indeed they represent the opposite extremes of the social world at large. *The Government of Education* is a sober, well-judged and detailed account of how and why central government, local authorities and the teaching profession organize the public education service, with parents making a belated (but, from the standpoint of the book, accurately located) appearance in the conclusion, where the "broader partnership" involving the consumer is examined. After all, it took labour, as represented by the teacher unions, as long a time to get on terms with management as in any other industry. Robert Lowe is reported to have said in 1863 that the teachers' desire to be involved in policy and practice has the impertinence of "chickens wishing to decide the kind of sauce in which they would be cooked".

Over the years I do have sternly to stop myself from developing a sneaking affection for Robert Lowe. Conversely, *Parents and Playgroups* begins and ends with children and their parents. It is an eminently sensible amalgam of three eminently sensible reports on parental involvement, mother and toddler groups and the pattern of local authority oversight and support for playgroups. The three working parties engaged in these activities convey a brisk, no-nonsense air, and they produce intelligible and helpful facts and figures on these matters.

It is true, as the authors of *The Government of Education* protest, that the education service is a "dynamic process" and that his is but "a snapshot picture of a system in motion". Desperate in their anxiety to keep us updated, they rehearse issues of the day - politics in education; the curriculum debate - in their conclusion, and breathlessly add an excellent epilogue on the 1980 Act. Yet one feels, as so often with the education service, that the shifts and changes, while seemingly elaborate and indubitably plentiful, blind us to the constancies at the social and political foundations of the system. The carpets and wallpaper are changed with bewildering speed, but the walls and floor stand foursquare. The overall impression of a changeless monolithic, corporate structure dominates.

Over against that one watches, with amazed appreciation, the groundswell of populist action. As of September 1980, there were 40 county associations and almost 400 local branches of the playgroup movement. There were nearly 12,000 groups, serving well over 400,000 children and their families, very nearly the same number of children, of all ages, in the so-called independent schools sector. The cooperative spirit is fairly authentic. One notes,

to the others was in effect catch up or be dropped out, schools will also either catch up with economic and social changes surrounding them or be dropped out. What this book is trying to do is put in the hands of teachers a dimension to the curriculum to help them catch up. It can be used as a source book for teachers who are fairly familiar with some of the ideas and approaches. It can be used for those who are looking for ways of composing a secondary school diet which takes account of the digestive systems of young people. And there is a very useful list of references and resources. One of the distinguishing features is that it pays as careful attention to teachers and learners as it does to pupils: so often books lean towards one or the other. *Lifescills Teaching Programme No. 1* is available as the first of a series of companion volumes offering teaching kits. They are published in loose leaf binders for easy photocopying with explicit permission to do so.

The first objection cited is "but your version of a post industrial society might not actually occur". Earlier 50 pages of the book give the authors' rationale and convincingly so. In a Britain where it is said that at a meeting of 300 plastics manufacturers only 30 were using microcomputers and the government's message

ly outlines the clientele of the elementary school: "Even if it were possible, I doubt whether it would be desirable with a view to the real interests of the peasant boy, to keep him at school till he was 14 or 15 years of age."

Following the introduction of pupil-teachers in 1846 teacher training involved five years apprenticeship followed by an examination. Those successful candidates became Queen's Scholars and were then qualified to enter a teacher training college. Middle class girls were not likely to want to become pupil-teachers and it was not expected to spend additional sums educating daughters to pass such an exam. Frances Widdowson is concerned

Both books, then, are readable and intelligent descriptions of educational machinery in action. It is interesting, perhaps salutary, that the first has consciously the style of the textbook, aimed at those who need must carefully study the public education system, and the second has rather the flavour of a manual, aimed at those who tomorrow will be chairing the local playgroup committee or arranging transport for a mother and toddler group.

It is true, as the authors of *The Government of Education* protest, that the education service is a "dynamic process" and that his is but "a snapshot picture of a system in motion". Desperate in their anxiety to keep us updated, they rehearse issues of the day - politics in education; the curriculum debate - in their conclusion, and breathlessly add an excellent epilogue on the 1980 Act. Yet one feels, as so often with the education service, that the shifts and changes, while seemingly elaborate and indubitably plentiful, blind us to the constancies at the social and political foundations of the system. The carpets and wallpaper are changed with bewildering speed, but the walls and floor stand foursquare. The overall impression of a changeless monolithic, corporate structure dominates.

Over against that one watches, with amazed appreciation, the groundswell of populist action. As of September 1980, there were 40 county associations and almost 400 local branches of the playgroup movement. There were nearly 12,000 groups, serving well over 400,000 children and their families, very nearly the same number of children, of all ages, in the so-called independent schools sector. The cooperative spirit is fairly authentic. One notes,

to the others was in effect catch up or be dropped out, schools will also either catch up with economic and social changes surrounding them or be dropped out. What this book is trying to do is put in the hands of teachers a dimension to the curriculum to help them catch up. It can be used as a source book for teachers who are fairly familiar with some of the ideas and approaches. It can be used for those who are looking for ways of composing a secondary school diet which takes account of the digestive systems of young people. And there is a very useful list of references and resources. One of the distinguishing features is that it pays as careful attention to teachers and learners as it does to pupils: so often books lean towards one or the other. *Lifescills Teaching Programme No. 1* is available as the first of a series of companion volumes offering teaching kits. They are published in loose leaf binders for easy photocopying with explicit permission to do so.

The first objection cited is "but your version of a post industrial society might not actually occur". Earlier 50 pages of the book give the authors' rationale and convincingly so. In a Britain where it is said that at a meeting of 300 plastics manufacturers only 30 were using microcomputers and the government's message

ly outlines the clientele of the elementary school: "Even if it were possible, I doubt whether it would be desirable with a view to the real interests of the peasant boy, to keep him at school till he was 14 or 15 years of age."

Following the introduction of pupil-teachers in 1846 teacher training involved five years apprenticeship followed by an examination. Those successful candidates became Queen's Scholars and were then qualified to enter a teacher training college. Middle class girls were not likely to want to become pupil-teachers and it was not expected to spend additional sums educating daughters to pass such an exam. Frances Widdowson is concerned

books

Colloquial English

has been designed for students of English as a second or foreign language anywhere in the world. The course may be followed with or without the aid of a teacher, and a cassette recording of the dialogues forms an invaluable optional supplement to the book. Graham Coe has taught English and counselled in English teaching in Kuwait, Spain, India, Malawi and Iran.

Colloquial English
 GRAHAM COE
 0740 X Paperback £3.50 Cassette £6 + VAT

Stories from the Old Testament Volume 2

is a self-contained project for schools, youth groups and clubs which combines imaginative storytelling and acting with the aim of moral, religious and social education. Peter Taylor in *Digest*, said of volume 1 "The plays are well produced with clear narration and realistic drama. They are especially accurate for the text and could be used not only with the lower part of the secondary school but also to enliven and illustrate an examination course. Highly recommended."

Stories from the Old Testament
 Volume 2:
 David and Saul (parts 1 and 2); David and Bathsheba; David and Absalom
 R H LLOYD
 0773 7 C80 Cassette 16 page booklet £6 + VAT

ISBN Prefix: 0 7100

Teachers are invited to write for inspection copies to:
 Publicity Department, Broadway House, Newtown Road, Hanley-on-Thames, Oxon RG5 1EN

Routledge and Kegan Paul, 39 Store Street, London WC1

RKP

1982

The 1982 Special Inset List will be available shortly. For your copy please write to:

John Ladbroke
 Advertisement Manager
 The Times Educational Supplement
 P.O. Box 7,
 200, Gray's Inn Road,
 London WC1X 8EZ

READ ON!

A new paperback
 Book Club for readers
 from 12 years of age.
 Keep the Reading Habit

For details of this exciting new Club, complete this coupon and send it, unstamped, to:

READ ON!

FREEPOST, Cumberland, Glasgow G68 0BR.

NAME _____
 SCHOOL _____
 ADDRESS _____

TES21031

english

BOOKS

The human world

P. J. Baron on biology for O level

Life Study, By D. G. Mackean.
John Murray £6.50 0 7195 3861 0
£3.25 0 7195 3783 5
Biology for Life, By M. B. V. Roberts.
Nelson £3.95 0 17 448081 4
Modern Human and Social Biology,
By R. Soper and S. Tyrell Smith.
Macmillan £3.95 0 333 31653 3
Human Biology, By J. Hardy, C. Avery and G. Wells.
Addison-Wesley £3.50. 201 14061 6

There was a time, not so long ago, when biology at ordinary level presented a fairly restricted menu, concerned mainly with items like the characteristics of living things, various structural and biological features of flowering plants and vertebrates, with some account on animals like the frog and rabbit. From this static school biology itself evolved through a period of great excitement, stimulated not least by the increasingly successful contemporary research in fields like molecular biology, biochemistry, plant and animal physiology, so that one could not escape the increasing relevance of an experimental approach which was eventually reflected in appropriately changed syllabuses. Arguably, though, present day syllabuses have been influenced as much by social as purely scientific matters and as these books generally indicate, the biology now taught in schools, to CSE and O level, aims to instruct children about the interactions between ourselves and the milieu in addition to scientific principles.

Two of these texts are clearly intended for use in general biology, while the others are concerned specifically with human aspects of the

subject. It is interesting to note how the two disciplines have started to broaden and thus offer children a greater chance to comprehend the central themes of each.

Mackean's experience and educational knowledge have been employed to good effect in preparing a beautifully presented text suitable as a grounding for O level biology, and aimed more directly at CSE candidates. *Life Study* is intended to cover all the relevant UK biology syllabuses and allow children easy access to simply presented facts so that they can be understood and effectively learned. The different main sections contain material covering, first, basic knowledge (cell and soil biology, photosynthesis and ecology) and then flowering plants, human physiology (with food and diet), senescence and evolution, the characteristics of living things and health. The work is presented in text blocks with very clear headings and many high quality coloured diagrams and plates. Markedly evident is the fact that, unlike the colour edition of *Introduction to Biology*, *Life Study* has been designed from the start so that colour is employed with both educational impact and biological significance in mind. Most of the 32 chapters have simple experiments, while all are provided with a bold type point by point summary and questions designed to test comprehension rather than simple recall. Not in this book, but also available, are two helpful wallcharts with animals and plants.

Biology for Life specifically reflects recent developments in biology teaching practice where the subject is treated as something of direct relevance to everyday life as well as to the imminent examinations for CSE

and O level. Given this, from the academic point of view, biological coverage is very comprehensive, perhaps reflecting this author's successful venture into A level publishing. The material is arranged in nearly a hundred, mostly self contained, topics, to facilitate its permutation in accordance with individual course and school requirements. Each topic usually ends with at least one investigation for individuals and/or groups, together with approximately six homework tasks which consist of examination type questions graded from factual recall to hypothesis formulation and experiment design. There are no colour plates, but an abundance of good black and white diagrams are included. The text is clearly laid out and special attention has been given to readability: Roberts has even consulted specialists in the linguistic aspects of communication in science teaching!

While biology per se has benefited from the inclusion of a good deal of material relevant to everyday life, so authors of human biology texts, like Soper et al., have started to incorporate certain extra relevant pieces of information like photosynthesis and soil science. Again, in *Modern Human and Social Biology*, subject coverage is very comprehensive, commencing with a brief account of human organic and social evolution and continuing with information about body structure and function. Individual chapters also deal with health and disease, not forgetting the venerable forms, heredity and environmental matters, with attention to populations, pollution and ecosystems, as well as the usual pieces on house construction, water supplies and sewage disposal. Experiments on human beings are not always easy to conduct, but pupils are provided with practical work and also questions at the end of each section. One notes, in this tone particularly, the presence of a great deal of informative tabulated data.

Finally, *Human Biology* hopes to be a "book that you will want to look at and enjoy reading". Intended for courses at 16+, it is obviously a great deal less academic than *Biology for Life* and has been written so that each new idea is explained on either a single, or two facing pages. New technical terms are presented in bold type. Nominal coverage of the subject is similar to that in Soper's work, but much less detailed. However, a lot of the information relates directly to people or families and, being so immediately relevant, is likely to impress itself more effectively on the minds of less able pupils. This approach is exemplified by sections on multiple births, contraception and inheritance in families. There is also a useful chapter on first aid, as well as a fair number of coloured plates and a very liberal sprinkling of black and white diagrams. Questions are included at the end, with a few helpful words on the learning process.

Though one might fault individual authors on minor details of fact, each of these books has merits which should earn it a place on the "short list". *Life Study* and *Human Biology* will serve dual purposes for introduction to CSE, while *Biology for Life* and *Modern Human and Social Biology* are much more suitable for higher flyers, some of whom might study their subjects to an advanced level.

Introduction to Economics 6th Edition
By Alec Cairncross, Peter Sinclair
Broad in scope and now completely up to date Cairncross and Sinclair is an ideal mathematical text for students of law, accountancy, banking and insurance. This new edition has been fully revised and restructured, paying particular attention to such areas as macroeconomics, money, international finance and economic policy.
1981 512 pages Limp £12.00
Limp £6.50

Accounting in Business Studies
4th Edition
Integrating theory and application this text verifies the accounting principles needed to provide a solid conceptual framework for accounting students on BEC and degree courses. This edition places new emphasis on management and financial accounting. Each chapter concludes with a list of further reading and a selection of exercises and problems.
1980 512 pages
Cased £13.95
Limp £6.50

Business in Society: Consensus and Conflict
Tom Burrell, Zig Chapman, Richard Studd
This text brings together material from economics, sociology, politics and law to provide a cohesive interdisciplinary view of business and its environment. The first part develops an analytical framework, the second examines different sectors of business in a range of different contexts. Each chapter contains a selection of questions and exercises.
1981 224 pages Cased £10.00
Limp £4.95

Complete leaflets and inspection copies from Butterworths

Children's literature

Unfulfilled promise

The idea of a story told primarily by illustrations is an excellent one. Most children under ten, of all reading or non-reading levels, love to relax and use their powers of observation in the study of illustrations. It is wrong to corrupt them with unworthy fare.

These six books are not examples of the worst. But they are characteristic. They would probably be chosen for children aged between four and seven. They are not cheap: £3.40 is the average price.

All six books share one failure: they do not recount interesting stories.

Even for young children, a story invites interest when the central characters have strong identities and are not simply puppets of the plot. In these six books, most characters are inadequately defined, but this is concealed by a jokey tone and ugly illustrations, in which characters are drawn in considerable detail (what a waste of artistic talent and costly training!) with huge heads, goggle eyes, scraggy necks and gawky bodies. The result is not the intelligence and depths of wit, but the stupidity of incompetence.

A modest requirement of a plot is that a subject of interest to a young child should be treated in a fictional, not didactic, manner. Narration should unfold with a degree of suspense, to maintain interest. Magic should be used sparingly, not as a crude panacea. These requirements should be obvious, but are not met by the six books.

In *Rita the Rescuer* by Hilda Offen (Methuen, £3.25), Rita's older brothers and sister refuse to play with her. This common dilemma is "solved" when Rita finds a parcel of clothes and the label "Rescuer's Outfit" on her doorstep. (Who put it there?) The outfit empowers Rita to fly, swim and jump high so that she is able to rescue people, including her brothers and sister. No one recognises her, so she achieves no personal relationships. This means that she ends up as lonely as she started. As a problem-solving story, it is meaningless; as a tale of magic adventure, Rita has so little personality that her exploits are not entertaining.

I'm fed up by Ron and Atle van der Meer (Hamish Hamilton, £3.95) concerns another everyday problem: Paula's family keep bossing her. A ghostly apparition of herself offers Paula some magic sweets, enabling her to change her identity. After several changes, she runs out of sweets and decides that "it's not so bad being yourself". Her story seems pointless since her magic experiences affect her so little. As an account of problem-solving, it seems to be encouraging children to resign themselves to being bossed and feeling "fed up".

In *Mr Plum's Oasis* by Elisa Trimby (Faber, £3.95) the problem is unusual: Mr Plum, an English gardener, is asked to create a garden suitable for a palace in the desert. The illustrations are exceptionally attractive, realistic, detailed and detailed. However, Mr Plum's unlikely solution for providing water for the desert garden is to melt an ice-berg, towed from the Antarctic by boats. The way the water circulates through the garden is not explained. Both the problems and the language of the story are suited to children with technical interests, but the ending will disappoint them, because it abruptly lapses into a weak fantasy.

Promises and the Monster by Babette Cole (Granada, £3.95) is set in a fantasy world, where everything seems possible and therefore nothing evokes excitement. Promises is a theory have been substantially increased and there has been some rearrangement of the material. The whole is as useful as ever.

F. W. Kellaway

rated margins. Children who share her humour will enjoy this book. The story has little plot, apart from its humour.

In *The Groggs' Day Out* by Ian and Anne Bentley (Deutsch, £2.50), bored family design a four-wheeled bicycle for themselves, carefully illustrated to show how it would work. Their day out in the country is not interesting however, because the children have no identities, so they cannot be shown experiencing the delights of the country. They eat a picnic, visit a farm, where they are invited to "a real camp tea", which is shown to include sugary carbohydrates found in tinned food. An illegal and dangerous suggestion ends this book, when the farmer tells he will tow the Groggs on their bike up a hill with his tractor.

In *Orlando's Little-While Friend* by Audrey Wood (Child's, £1.65) Orlando, a child, solves his loneliness while on holiday. "He" said to the next person who walked by, "my name is Orlando. Want to be my little-while friend?" Orlando is completely unselective about the children he approaches with this formula, and the so-called story debas the value of the true friendship, which is more subtle and usually is self-conscious. The book is made to appear like a scrap-book produced by a child, but no child would produce such a long series of tellingly ugly illustrations.

The shortage of good illustrated stories is surprising, given the high standard of printing techniques and the existence of a market which can afford to pay for them. Artistic talent is available. The lamentable shortage is in literary ability.

Naomi Stadlen

MAKING LANGUAGE WORK

Hutchcroft, Ball, Brown, Fairbairn, Lavender, Watkin

In the Foreword to this book Alan Bullock writes: "Making Language Work starts from the recommendations of the (Bullock) report and sets out to explore and extend them further. It does so, in my opinion with marked success. Like the report it is addressed to teachers and to the discussion of the problems they encounter in the classroom."

1981 £4.95 0841184

Please send me a copy of MAKING LANGUAGE WORK on 30 days approval.

Name _____
School/Col _____
Address _____

McGraw-Hill Book Co (UK) Ltd
FREEPOST
Hendon, Bucks SL8 2BU



Many ideas in comprehension work (see below) can profitably be undertaken working in pairs or small groups. Likewise, Stephen Wade offers suggestions on page 31 for discussion and criticism work in English literature in groups. There are also articles on Structuralism and help in learning to write.

Twenty-two ideas for variety in comprehension work

By Mike Taylor and Bill Deller

There is a groundswell of opinion among committed English teachers and academics against standard comprehension exercises - the sort that typically present a short passage, usually of fiction, followed by many often factual or trivial questions.

The problem, as Roger Knight (The TES January 1) said, is that there are strong institutional pressures which ensure that such a cut and dried, written and seemingly purposeful activity continues to be a staple diet in many schools with only cosmetic changes of vocabulary and approach.

Talented English specialists will no doubt continue to read stimulating fiction with their classes, exploring the issues and implications that sensitive reading involves, but there is clearly a need for an alternative orthodoxy which will enable hard-pressed or non-specialist English teachers to feel confident enough to escape from the passage-plus questions model of comprehension.

The following list of suggestions was devised to enable a teacher, or better still, a department, to prepare practical ways of encouraging engaged, active reading. Several of them derive from the pioneering work of Christopher Walker and, more recently, the Schools Council "Effective Use of Reading Project" 1979. Many of the ideas are most likely to be used collaboratively with pupils working in pairs or small groups. By discussing alternatives and by challenging or supporting opinions and hypotheses, pupils can progressively refine their reading responses and make explicit their developing comprehension of the text.

We do not claim that the list is particularly startling or original, and like any list of exercises it can be abused. (Cloze procedure, for example, seems, judging by some recently published material, to be developing into an often arid and empty exercise equally as stultifying as more traditional approaches). All that is offered is a check list of possibilities. The rest depends, as always, on the skill of teachers in the classroom.

Cloze
Pupils are given a copy of the text from which key words have been deleted. They have to provide replacements for the missing words. The skill is to delete various types of words or phrases from simple syntactical omissions through words, the substitution of which involves a sensitive understanding of the mean-

ing of the text, right up to substitution which demand stylistic or aesthetic discrimination. Where appropriate, whole chunks can be deleted and the pupils asked to speculate on what was in the original, working from their understanding of what is left. In our experience the danger of this technique is the "right answer syndrome". The value of the method must be in the discussion rather than simply homing in on the "correct answer" to what the writer of the passage originally wrote. In many cases a group of pupils will come up with an equally valid alternative. Another variation is to give the pupils a text where bits of the original have been replaced by inferior alternatives.

Prediction
At its simplest this involves dividing a narrative into instalments and asking the pupils to speculate on what happens next, using evidence from the instalments they've already got. The problem with this method is choosing a text, the outcome of which isn't blindingly obvious - most horror stories for example - or too deeply obscure. In fact, it's better to choose a text where the development of the plot is related to the characters of the protagonists rather than to the demands of a genre (good literature in fact). The number of instalments can be tricky too. The thing to avoid is a superficial guessing game. Pupils need to consider what a person like this would do/say next in a situation like this.

Flashing Stories
This is very similar to prediction only here pupils have to complete a story of which they are given the first part only. Their ending must be in keeping with the events, characters and style of the original.

Sequencing
This involves jumbling up the paragraphs of a piece of prose or the stanzas of a poem and asking the pupils to rearrange them in a sensible order. Pupils should be alerted to the syntactic and semantic devices writers use to order their texts. It is best to start with texts that have a clear, logical order like instructions or recipes or a strong narrative framework and then move on to texts of a more complex cohesion.

Mystery, Judgements, Problems
The idea here is to present pupils with a text which requires a decision of some kind. It may be a relatively simple problem - a "whodunit" type short story or a description of a

mystifying event like the Marie Celeste story, where the pupils are required to choose between alternative theories. It may be a more human problem - a court case with the statements of various witnesses, or something from the problem page of a magazine. Here pupils give their verdict or advice on the evidence of the texts in front of them. Better still is a literary text which invites pupils to make judgments on the actions and behaviour of the characters involved.

Compiling Questions
After reading a short story or poem the pupils are asked to make up a few questions, the answers of which they would genuinely like to discover. If done between groups, one difficulty is that a group may ask questions competitively designed to catch another group out, or concentrate merely on asking low level questions like the meanings of words. The idea of the exercise is that the group learns to question a text sensitively and concentrates on questions that are of real interest.

Character Grid
After reading a story or play, pupils are invited to match the central characters against a series of bi-polar personality constructs, eg selfish/considerate, proud/meek; courageous/cowardly. This is best done using a simple grid. Animated discussion revolves around various characters' attributes and motives and likenesses and dissimilarities between them. More confident pupils can devise their own constructs and compare results with other groups.

SOAR
Here a chapter of a book or a complete booklet is presented to pupils who rapidly survey it, noting as many clues to its content as possible (eg cover, "blurb", illustrations and sub-headings). These impressions are discussed and questions raised as to the likely content, relevance or bias of the extract. Pupils then read the complete passage closely matching content to their expectations. A particularly useful tool for developing critical reading of non-fictional material.

Drawings, Diagrams, Cartoons and Illustrations
Pupils can be asked to present a narrative in cartoon form, with a picture for each stage of the story, or they may be required to illustrate a

continued overleaf

Making Language

Michael Newby

Making Language is a three-book course for mixed ability classes in the lower secondary school which adopts a refreshingly new approach to language study. It is packed with activities to enable children to discover for themselves how their language works, and how to use it for a wide variety of purposes. Topics they explore include: the differences between speech and writing; inventing their own language; ways of improving their reading skills; accents and dialects; the changing English language; and how children develop their mother tongue.

Publication: October 1981 Publication: Spring 1982
Book 1 0 19 831139 7 Book 3 0 19 831148 6
Book 2 0 19 831143 5

Each 80 pages, illustrated, £1.95

Writing and Responding

A course for English language examinations
Chris Woodhead, with Ann Miller and Pat O'Shea

Writing and Responding is designed to develop the skills which students need to master for O level and Joint 16+ English language examinations.

Each chapter focuses on a particular kind of writing and includes extracts, mainly from contemporary authors, showing how they achieve their effects. Writing tasks then suggest ways for students to put these ideas and techniques into practice themselves.

The book also examines the most common pitfalls facing inexperienced writers, and practises ways of avoiding them.
176 pages, illustrated 0 19 831246 6 £2.50

For inspection copies please write to: Oxford University Press, Education Department (EBL 254), Walton Street, Oxford OX2 6DP.

Oxford University Press

UTP English 11-16

Clear Punctuation by Tony Smith NEW

A basic skills book that concentrates on a real problem. It helps students understand the why? and how? of punctuation. Exercises are carefully graded. Punctuation is presented in a wider framework of English skills, both written and oral.

210 x 148 mm Price about £1.50 ISBN 0 7231 0822 8

Composition Choices by Eric Boagey NEW

Writing can be a real worry. This new book continues the thematic approach of the Workbook Series and concentrates on this problem. All aspects of composition writing are covered in careful stages. A real must for all students.

210 x 148 mm £1.85 ISBN 0 7231 0815 3

UTP ENGLISH WORKBOOK SERIES - Already available

English Workbook by Eric Boagey

210 x 148 mm £1.25 ISBN 0 7231 0729 7

Poetry Workbook by Eric Boagey

210 x 148 mm £1.70 ISBN 0 7231 0748 3

English for Me by Eric Boagey

210 x 148 mm £1.50 ISBN 0 7231 0777 7

ENGLISH 11 - 14 for average ability students

Englishcraft by Tony Smith and Fred Mann NEW

A new series that lives up to its name. Basic skills are carefully introduced and reinforced throughout. Confidence and interest are maintained. The text is clear and easy to follow. It is straightforward and does not confuse original ideas with the need to use gimmicks.

Englishcraft 1 £1.75 ISBN 0 7231 0788 2

Englishcraft 2 £1.75 ISBN 0 7231 0789 0

Englishcraft 3 £1.75 ISBN 0 7231 0790 4

For inspection copies, please write to:

University Tutorial Press,
FREEPOST,
842 Yeovil Road,
SLOUGH, SL1 6BZ

UTP

books

The human world

P. J. Baron on biology for O level

Life Study. By D. G. Mackean. John Murray £6.50 0 7195 3861 0 £3.25 0 7195 3783 5
Biology for Life. By M. B. V. Roberts. Nelson £3.95 0 17 448081 4
Modern Human and Social Biology. By R. Soper and S. Tyrell Smith. Macmillan £3.95 0 333 31653 3
Human Biology. By J. Hardy, C. Avery and G. Wells. Addison-Wesley £3.50. 201 14061 6

There was a time, not so long ago, when biology at ordinary level presented a fairly restricted menu, concerned mainly with items like the characteristics of living things, various structural and biological features of flowering plants and vertebrates, with some account on animals like the frog and rabbit. From this state school biology itself evolved through a period of great excitement, stimulated not least by the increasingly successful contemporary researches in fields like molecular biology, biochemistry, plant and animal physiology, so that one could not escape the increasing relevance of an experimental approach which was eventually reflected in appropriately changed syllabuses. Arguably, though, present day syllabuses have been influenced as much by social as purely scientific matters and as these books generally indicate, the biology now taught in schools, to CSE and O level, aims to instruct children about the interactions between ourselves and the milieu in addition to scientific principles.

Two of these texts are clearly intended for use in general biology, while the others are concerned specifically with human aspects of the

subject. It is interesting to note how the two disciplines have started to broaden and thus offer children a greater chance to comprehend the central themes of each.

Mackean's experience and educational knowledge have been employed to good effect in preparing a beautifully presented text suitable as a grounding for O level biology, and aimed more directly at CSE candidates. *Life Study* is intended to cover all the relevant UK biology syllabuses and allow children easy access to simply presented facts so that they can be understood and effectively learned. The different main sections contain material covering, first, basic knowledge (cell and soil biology, photosynthesis and ecology) and then flowering plants, human physiology (with food and diet), genetics and evolution, the characteristics of living things and health. The work is presented in text blocks with very clear headings and many high quality coloured diagrams and plates. Markedly evident is the fact that, unlike the colour edition of *Introduction to Biology*, *Life Study* has been designed from the start so that colour is employed with both educational impact and biological significance in mind. Most of the 32 chapters have simple experiments, while all are provided with a bold type point by point summary and questions designed to test comprehension rather than simple recall. Not in this book, but also available, are two helpful walkabouts with animals and plants.

Biology for Life specifically reflects recent developments in biology teaching practice where the subject is treated as something of direct relevance to everyday life as well as to the imminent examinations for CSE

and O level. Given this, from the academic point of view, biological coverage is very comprehensive, perhaps reflecting this author's successful venture into A level publishing. The material is arranged in nearly a hundred, mostly self-contained, topics, to facilitate its permutation in accordance with individual course and school requirements. Each topic usually ends with at least one investigation for individuals and/or groups, together with approximately six homework tasks which consist of examination type questions graded from factual recall to hypothesis formulation and experiment design. There are no colour plates, but an abundance of good black and white diagrams are included. The text is clearly laid out and special attention has been given to readability; Roberts has even consulted specialists in the linguistic aspects of communication in science teaching!

While biology per se has benefited from the inclusion of a good deal of material relevant to everyday life, so authors of human biology texts, like Soper et al., have started to incorporate certain extra relevant pieces of information like photosynthesis and soil science. Again, in *Modern Human and Social Biology*, subject coverage is very comprehensive, commencing with a brief account of human organic and social evolution and continuing with information about body structure and function. Individual chapters also deal with health and disease, not forgetting the venerable forms, heredity and environmental matters, with attention to populations, pollution and ecosystems, as well as the usual pieces on house construction, water supplies and sewage disposal. Experiments on human beings are not always easy to conduct, but pupils are provided with practical work and also questions at the end of each section. One notes, in this time particularly, the presence of a great deal of informative tabulated data.

Finally, *Human Biology* hopes to be a "book that you will want to look at and enjoy reading". Intended for courses at 16+, it is obviously a great deal less academic than *Biology for Life* and has been written so that each new idea is explained on either a single, or two facing pages. New technical terms are presented in bold type. Nominal coverage of the subject is similar to that in Soper's work, but much less detailed. However, a lot of the information relates directly to people or families and, being so immediately relevant, is likely to impress itself more effectively on the minds of less able pupils. This approach is exemplified by sections on multiple births, contraception and inheritance in families. There is also a useful chapter on first aid, as well as a fair number of coloured plates and a very liberal sprinkling of black and white diagrams. Questions are included at the end, with a few helpful words on the learning process.

Though one might fault individual authors on minor details of fact, each of these books has merits which should earn it a place on the "short list". *Life Study* and *Human Biology* will serve dual purposes for introduction or CSE, while *Biology for Life* and *Modern Human and Social Biology* are much more suitable for higher flyers, some of whom might study their subjects to an advanced level.

Equated
A sixth edition of the late Professor E. D. Rainville's *Elementary Differential Equations* (Collins Macmillan £10.50) as revised by Professor P. E. Bédien, shows modest, but beneficial changes from the previous edition, issued in 1974. The variety and number of applications of the theory have been substantially increased and there has been some rearrangement of the material. The whole is as useful as ever.

P. W. Kellaway

Children's literature

Unfulfilled promise

The idea of a story told primarily by illustrations is an excellent one. Most children under ten, of all reading or non-reading levels, love to relax and use their powers of observation in the study of illustrations. It is wrong to corrupt them with unworthy fare.

These six books are not examples of the worst. But they are characteristically. They would probably be chosen for children aged between four and seven. They are not cheap: £3.40 is the average price.

All six books share one failure: they do not recount interesting stories.

Even for young children, a story invites interest when the central characters have strong identities and are not simply puppets of the plot. In these six books, most characters are inadequately defined, but this is concealed by a jokey tone and ugly illustrations, in which characters are drawn in considerable detail (what a waste of artistic talent and costly training!) with huge heads, goggle eyes, scraggy necks and gawky bodies. The result is not the intelligence and depths of wit, but the stupidity of incompetence.

A modest requirement of a plot is that a subject of interest to a young child should be treated in a fictional, not didactic, manner. Narration should unfold with a degree of suspense, to maintain interest. Magic should be used sparingly, not as a crude panacea. These requirements should be obvious, but are not met by the six books.

In *Rita the Rescuer* by Hilda Offen (Methuen, £3.25), Rita's older brothers and sister refuse to play with her. This common dilemma is "solved" when Rita finds a parcel of clothes and the label "Rescuer's Outfit" on her doorstep. (Who put it there?) The outfit empowers Rita to fly, swim and jump high so that she is able to rescue people, including her brothers and sister. No one recognises her, so she achieves no personal relationships. This means that she ends up as lonely as she started. As a problem-solving story, it is meaningless; as a tale of magic adventure, Rita has so little personality that her exploits are not entertaining.

I'm fed up by Ron and Ale van der Meer (Hamish Hamilton, £3.95) concerns another everyday problem: Paula's family keep bossing her. A ghostly apparition of herself offers Paula some magic sweets, enabling her to change her identity. After several changes, she runs out of sweets and decides that "it's not so bad being yourself". Her story seems to affect her so little. As an account of problem-solving, it seems to be encouraging children to resign themselves to being bossed and feeling "fed up".

In *Mr Plum's Oasis* by Elisa Trimby (Faber £3.95) the problem is unusual: Mr Plum, an English gardener, is asked to create a garden suitable for a palace in the desert. The illustrations are exceptionally attractive, realistic, detailed and delicately coloured. However, Mr Plum's unlikely solution for providing water for the desert garden is to melt an ice-berg, towed from the Antarctic by boats. The way the water circulates through the garden is not explained. Both the problems and the language of the story are suited to children with technical interests, but the ending will disappoint them, because it abruptly lapses into a weak fantasy.

Promise and **The Monster** by Babette Cole (Granada, £3.95) is set in a fantasy world, where everything seems possible, and therefore nothing evokes excitement. *Promise* is a horse who is indistinguishable from a human, apart from a fondness for carrots. However, the author has obviously enjoyed creating her imaginary world and drawing her comic-like story, surrounded by deco-

rated margins. Children who share her humour will enjoy this book. The story has little point, apart from its humour.

In *The Groggs' Day Out* by Roy and Anne Bentley (Deutsch, £4.50) a bored family design a four-person bicycle for themselves, carefully illustrated to show how it would work. Their day out in the country is uninteresting however, because the two children have no identities, so they cannot be shown experiencing as individuals the delights of the country. They eat a picnic, visit a farm, where they are invited to "a real country tea", which is shown to include the sugary carbohydrates found in towns. An illegal and dangerous suggestion ends this book, when the farmer says he will tow the Groggs on their bike up a hill with his tractor.

In *Orlando's Little-White Friends* by Audrey Wood (Child's Play £1.65) Orlando, a child, solves his loneliness while on holiday. "Hi!" said to the next person who walked by, "my name is Orlando. Want to be my little-white friend?" Orlando is completely unselective about the children he approaches with this formula, and the so-called story debases the value of the true friendship, which is more subtle and usually less self-conscious. The book is made to appear like a scrap-book produced by a child - but no child would produce such a long series of relentlessly ugly illustrations.

The shortage of good illustrated stories is surprising, given the high standard of printing techniques and the existence of a market which can afford to pay for them. Artistic talent is available. The fundamental shortage is in literary ability.

Naomi Stadlen

MAKING LANGUAGE WORK

Hutchcroft, Ball, Brown, Fairbairn, Lavender, Watkins

In the Foreword to this book Alan Bullock writes: "Making Language Work starts from the recommendations of the (Bullock) report and sets out to explore and extend them further. It does so, in my opinion with marked success. Like the report it is addressed to teachers and to the discussion of the problems they encounter in the classroom."

1981 £4.95 084119-6

Please send me a copy of MAKING LANGUAGE WORK on 30 days approval.

Name _____

School/Col _____

Address _____

McGraw-Hill Book Co (UK) Ltd
FREEPOST
Maidenhead, Berks SL6 2BU

english



Many ideas in comprehension work (see below) can profitably be undertaken working in pairs or small groups. Likewise, Stephen Wade offers suggestions on page 31 for discussion and criticism work in English literature in groups. There are also articles on Structuralism and help in learning to write.

Twenty-two ideas for variety in comprehension work

By Mike Taylor and Bill Deller

There is a groundswell of opinion among committed English teachers and academics against standard comprehension exercises - the sort that typically present a short passage, usually of fiction, followed by many often factual or trivial questions.

The problem, as Roger Knight (*The TES* January 1) said, is that there are strong institutional pressures which ensure that such a cut and dried, written and seemingly purposeful activity continues to be a staple diet in many schools with only cosmetic changes of vocabulary and approach.

Talented English specialists will no doubt continue to read stimulating fiction with their classes, exploring the issues and implications that sensitive reading involves, but there is clearly a need for an alternative orthodoxy which will enable hard-pressed or non-specialist English teachers to feel confident enough to escape from the passage-plus questions model of comprehension.

The following list of suggestions was devised to enable a teacher, or better still, a department, to prepare practical ways of encouraging engaged, active reading. Several of them derive from the pioneering work of Christopher Walker and, more recently, the Schools Council "Effective Use of Reading Project" 1979. Many of the ideas are most profitably undertaken collaboratively with pupils working in pairs or small groups. By discussing alternatives and by challenging or supporting opinions and hypotheses, pupils can progressively refine their reading responses and make explicit their developing comprehension of the text.

We do not claim that the list is like any list of exercises it can be abused. (Close procedures, for example, seems, judging by some recently published material, to be developing into an often arid and empty exercise equally as stultifying as more traditional approaches). All that is offered is a check list of possibilities. The rest depends, as always, on the skill of teachers in the classroom.

Pupils are given a copy of the text from which key words have been deleted. They have to provide replacements for the missing words. The skill is to delete various types of words or phrases from simple syntactical omissions through words, the substitution of which involves a sensitive understanding of the mean-

ing of the text, right up to substitution which demands stylistic or neoteric discrimination. Where appropriate, whole chunks can be deleted and the pupils asked to speculate on what was in the original, working from their understanding of what is left. In our experience the danger of this technique is the "right answer syndrome". The value of the method must be in the discussion rather than simply homing in on the "correct answer" ie what the writer of the passage originally wrote. In many cases a group of pupils will come up with an equally valid alternative. Another variation is to give the pupils a text where bits of the original have been replaced by inferior alternatives.

Prediction
At its simplest this involves dividing a narrative into instalments and asking the pupils to speculate on what happens next, using evidence from the instalments they've already got. The problem with this method is choosing a text, the outcome of which isn't blindingly obvious - most horror stories for example - or too deeply obscure. In fact, it's better to choose a text where the development of the plot is related to the characters of the protagonists rather than to the demands of a genre (good literature in fact). The number of instalments can be tricky too. The thing to avoid is a superficial guessing game. Pupils need to consider what a person like this would do next in a situation like this.

Finishing Stories
This is very similar to prediction only here pupils have to complete a story of which they are given the first part only. Their ending must be in keeping with the events, characters and style of the original.

Sequencing
This involves jumbling up the paragraphs of a piece of prose or the stanzas of a poem and asking the pupils to rearrange them in a sensible order. Pupils should be alerted to the syntactic and semantic devices writers use to order their texts. It is best to start with texts that have a clear, logical order like instructions or recipes or a strong narrative framework and then move on to texts of a more complex cohesion. *Mysteries, Judgements, Problems*

The idea here is to present pupils with a text which requires a decision of some kind. It may be a relatively simple problem - a "whodunit" type short story or a description of a

mystifying event like the Marie Celeste story, where the pupils are required to choose between alternative theories. It may be a more human problem - a court case with the statements of various witnesses, or something from the pages of a magazine. Here pupils give their verdict or advice on the evidence of the texts in front of them. Better still is a literary text which invites pupils to make judgments on the actions and behaviour of the characters involved.

Compiling Questions
After reading a short story or poem the pupils are asked to make up a few questions, the answers of which they would genuinely like to discover. If done between groups, one difficulty is that a group may ask questions competitively designed to catch another group out, or concentrate merely on asking low level questions like the meanings of words. The idea of the exercise is that the group learns to question a text sensitively and concentrates on questions that are of real interest.

Character Grid
After reading a story or play, pupils are invited to match the central characters against a series of bi-polar personality constructs, eg selfish/considerate; proud/meek; courageous/cowardly. This is best done using a simple grid. Animated discussion revolves around various characters' attributes and motives and likenesses and dissimilarities between them. More confident pupils can devise their own constructs and compare results with other groups.

SOAR
Here a chapter of a book or a complete booklet is presented to pupils who rapidly survey it, noting as many clues to its content as possible (eg cover, "blurb", illustrations and sub-headings). These impressions are discussed and questions raised as to the likely content; relevance or bias of the extract. Pupils then read the complete passage closely matching content to their expectation. A particularly useful tool for developing critical reading of non-fictional material.

Drawings, Diagrams, Cartoons and Illustrations
Pupils can be asked to present a narrative in cartoon form, with a picture for each stage of the story, or they may be required to illustrate a

continued overleaf

Making Language

Michael Newby

Making Language is a three-book course for mixed ability classes in the lower secondary school which adopts a refreshingly new approach to language study. It is packed with activities to enable children to discover for themselves how their language works, and how to use it for a wide variety of purposes. Topics they explore include: the differences between speech and writing; inventing their own language; ways of improving their reading skills; accents and dialects; the changing English language; and how children develop their mother tongue.

Publication: October 1981 Book 1 0 19 831139 7 Book 2 0 19 831143 5
Publication: Spring 1982 Book 3 0 19 831148 6

Each 80 pages, illustrated, £1.95

Writing and Responding

A course for English language examinations
Chris Woodhead, with Ann Miller and Pat O'Shea

Writing and Responding is designed to develop the skills which students need to master for O level and Joint 16+ English language examinations.

Each chapter focuses on a particular kind of writing and includes extracts, mainly from contemporary authors, showing how they achieve their effects. Writing tasks then suggest ways for students to put these ideas and techniques into practice themselves.

The book also examines the most common pitfalls facing inexperienced writers, and practises ways of avoiding them. 176 pages, illustrated 0 19 831246 6 £2.50

For inspection copies please write to: Oxford University Press, Education Department (EBL 254), Walton Street, Oxford OX2 6DP.

Oxford University Press

UTP English 11-16

Clear Punctuation by Tony Smith NEW

A basic skills book that concentrates on a real problem. It helps students understand the why? and how? of punctuation. Exercises are carefully graded. Punctuation is presented in a wider framework of English skills, both written and oral.

210 x 148 mm Price about £1.50 ISBN 0 7231 0822 8

Composition Choices by Eric Boag NEW

Writing can be a real worry. This new book continues the thematic approach of the Workbook Series and concentrates on this problem. All aspects of composition writing are covered in careful stages. A real must for all students.

210 x 148 mm £1.85 ISBN 0 7231 0815 3

UTP ENGLISH WORKBOOK SERIES - Already available

English Workbook by Eric Boag 210 x 148 mm £1.25 ISBN 0 7231 0729 7

Poetry Workbook by Eric Boag 210 x 148 mm £1.70 ISBN 0 7231 0748 3

English for Me by Eric Boag 210 x 148 mm £1.50 ISBN 0 7231 0777 7

ENGLISH 11-14 for average ability students

Englishcraft by Tony Smith and Fred Mann NEW

A new series that lives up to its name. Basic skills are carefully introduced and reinforced throughout. Confidence and interest are maintained. The text is clear and easy to follow. It is straightforward and does not confuse original ideas with the need to use gimmicks.

Englishcraft 1 £1.75 ISBN 0 7231 0788 2

Englishcraft 2 £1.75 ISBN 0 7231 0789 0

Englishcraft 3 £1.75 ISBN 0 7231 0790 4

For inspection copies, please write to:

University Tutorial Press,
FREEPOST,
842 Yeovil Road,
SLOUGH, SL1 6BZ

UTP

The English teacher and structuralism

By Michael Peters

The divisions within the Cambridge English faculty, which surfaced a few months ago over the fate of Dr Colin MacCabe, seemed to take place in another world. Those of us outside the universities watched the goings-on with the same kind of fascination and curiosity which the Royal family provoke. Important matters were clearly at stake, but for the average English teacher, such matters were remote from his or her day-to-day practice - the marking of books, the preparation of students for external examinations. Conscious that the universities, through O and A levels govern much that we do, we tend to take that governing very much for granted - passively consuming and reproducing what is given.

Yet what is given does change and the changes are significant. It is only necessary to compare the syllabuses in use now with those of 30 or 40 years ago. Where are Lamb's essays now? Up to the present, the intellectual developments loosely associated with structuralism have only entered the schools obliquely - through, for example, such subjects as film studies. The radical difficulties of the new approach, the fact that it pays small regard to conventional divisions of disciplines and the lack of missionary popularisers go some way to explaining why this is the case. But the belief that novel ideas can remain sealed within the university world indefinitely isn't really tenable, and within the next few years, as students encounter structuralist approaches in their education and as they move into teaching, these ideas

will increasingly impinge on literary studies in the schools and colleges.

There will be resistance - and rightly so. However, it may well be time for something different. Since the war, English teachers have largely worked, either consciously or unconsciously, within the assumptions and values established by Leavis and Scrutiny. Against the indifference or hostility of students or colleagues, against the attractions of the mass media, against the rigours of science we could always summon to our aid a militant vocabulary and set of principles which justified our activity in terms of its vital moral seriousness. Our students, through great literature, could learn to think and feel about life in all its profound complexity.

The claim is still made by many, but with increasing dilution and increasing lack of confidence. Whereas at one stage, the Leavisite position offered a powerful critique of industrial society and its dominant values it now appears more and more as a form of Romantic conservatism underpinned by a particular view of history.

The new developments in literary study can help us confront the tiredness of the old ways of thinking about literature. In various ways, they provide intellectual justification for a series of questions which teachers of English have had at the backs of their minds for several years - at least since the challenges posed

by the student disturbances of the late sixties and early seventies.

Perhaps, most importantly, we are asked to consider what we mean by literature. The pupil who complains about the novel he is being asked to study and asks why he can't read James Bond is familiar. Our reply is clear but a nagging worry remains. Is this greatness we talk about so indubitably an absolute. What the new approach emphasises is that the material which composes "literature" is historically constituted, that a canon of great books cannot be taken for granted. In addition, our very concept of "literature" represents a particular view of the vast range of writing - newspapers, advertising, jottings - produced in the past and present. If this understanding is really accepted, our pupil's naive question and our own worries cannot be dealt with - they must remain with us all the time.

Nor, with an appreciation of the implications of the new ideas, can we so easily deal with the scientist's claim to superiority. He provides knowledge of the world, but the traditional critical approach, according to the Marxist-structuralist perspective, simply restates the content of the text in other words.

Those of our pupils who can't see the merit of writing essays about books have a point. Our assumption that we should be seeking, in our teaching and learning, to understand the vision, for example, of George Eliot in *Middlemarch*, because it is

subtle and complex and finely embodied throughout her novel is mistaken; the vision, it seems, is the ideological product of a class society, and as such it cannot tell the truth about that society. The critic's job should not be merely to repeat the illusions of that ideology but to expose the ideology for what it is - to draw attention to the absences and contradictions within the text which reveal its "real" meaning.

Such a task is clearly more demanding and cannot be expected of the finest A level student, let alone the typical one. But through this is so, and though we may still see great value in the old methods, the questioning of many students of our assurance about the greatness of what we are offering them, finds a significant echo in the work of the new university critics, who are themselves putting in question the value of the understanding the text may provide.

If the author is reduced to one factor among many in the production of a text and if he must, of necessity, work within the ideological constraints of language itself, then a comparable diminishing of the teacher's status is also implied by the new critical practices. No longer can he rest comfortably on his greater experience of life and literature, for that greater experience can also mean that he is more absorbed unwittingly in its patterns and values, that he takes such notions as character, story, structure and moral insight as natural elements of his

thinking and feeling about the world, and fails to understand that they are conventions, culturally determined and not transparent mirrors of reality. Our experience may thus become merely habit, preventing us penetrating to the underlying meanings of the work.

Only by taking off the spectacles which our culture prescribes can we hope to act as a true guide; blindness is necessary to see. Once again the students who ask us about the worth of our interpretation or judgement, who claim they may also be right, gain sustenance from those recent intellectual developments which demand that we "deconstruct" the text - that is uncover how it produces meaning - rather than interpret it.

The purpose of this article is not to advocate the overthrowing of our traditional ways of thinking about and teaching literature. It is though important to be aware of the challenges which the new approach makes to those ways. We can no longer assume a common understanding of what constitutes great literature or even literature itself, of what function the study of literature serves or of our own role. If we cannot make these assumptions then the questions which students ask - which worry them and us - don't have to be regarded as an irritating nuisance, the result of naivety, but can become incorporated into the fabric of our response to and teaching of literature. If they are, then there is a chance of giving satisfying answers.

Network

Keith E Hurst and John R Simes

A two book course for 14-16 year olds, offering a structural approach to English language and literature.

Network 1: 25788 7 Limp £2.50
Network 2: 25789 5 Limp £2.50

English Workshop

Christopher Owen and Andrew Carter

'Imaginative and original "starters" for writing and discussion, a broad selection of featured writers ... and illustration which roundly extends the printed word suggest this as a wise investment accessible to O and CSE students in both fourth and fifth years.'

The Times Educational Supplement

English Workshop 3: 24297 3 Limp £2.50
English Workshop 2: 24298 5 Limp £2.50
English Workshop 1: 24295 7 Limp £1.95 May 1982

Watchwords

Michael Benton and Peter Benton

A three-volume teaching anthology of poetry for the primary, middle and early secondary years, containing a generous selection of modern poetry placed alongside the best from the past.

Watchwords 1: 24998 7 Boards £1.95 21229 2 Limp £1.45
Watchwords 2: 21230 6 Limp £1.65
Watchwords 3: 21231 4 Limp £2.25 February 1982

Teachers are invited to write for inspection copies

Hodder & Stoughton

Dept E 298, P.O. Box 702, Mill Road, Buntingford, Cambs, EN11 2YD

VARIETY IN COMPREHENSION WORK continued

scene or character incorporating as much information as they can from the text. For non-fiction passages they can re-assemble information in some visual form, a drawing, flow chart or table. Conversely, they may be presented with a passage with illustrations and asked to choose which most accurately represents the text.

Skimming and Scanning

Pupils should be encouraged to vary their reading strategy according to their own purposes and the nature of the passage. A passage can be presented, a time limit set and the pupils asked to jot down a one sentence impression. Using timetables, charts or telephone directories is a good scanning exercise. Questions may be asked before a passage is read and the pupils encouraged to read fast for the answers. The point to get across is that not all passages need be read at the same speed.

Errors and Mistakes

It is a good thing sometimes to "de-mythologize" texts. Pupils should see that books and printed material are as open to error as any other form of communication. Errors of fact are the simplest place to start (out of date text books are a good source) but it is important to alert pupils to mistakes in argument.

Bias and Opinion

This follows naturally from the previous idea. As a start pupils are given a passage and asked to underline first facts and then opinions. This can lead to a quite sophisticated discussion of bias as groups go on to consider texts in which facts may be missing or presented in a distorted way. Newspapers and magazines are a good source.

The Implied Reader

Pupils are asked to guess the intended audience of a passage from the evidence of its subject matter, style and presentation. Good sources are adverts, text-books, magazines, official documents.

Hard Words

In groups, pupils are given a passage containing difficult vocabulary. They are encouraged to use the con-

text to guess at the meaning and only use a dictionary as a last resort. At a more sophisticated level they can discuss the necessity and effect of such vocabulary. School texts are a rich source. In the end, inflated writing and necessarily complex vocabulary.

Fables and Parables

Fierce pupils can comprehend a short but complete text by articulating the moral or point of the story. Aesop and the Bible are obvious sources.

Multiple Choice Variations

More interesting than the "true or false" questions usually set, pupils can be asked to respond to statements which express opinions about the text or the writer's purpose by placing them in order of validity and importance. Listing in priority skillfully chosen statements leads to closer consideration of the meaning of a text.

Different Versions

The pupils are presented with different versions of the same prose piece or poem and asked to judge the qualities of each. Good sources are various translations of the Bible, or other classic texts, or various drafts of poems.

An interesting variation is factual and fictional treatments of the same event.

Changing the Form

Pupils are asked to use their understanding of a text in their own writing, talk or drama. The events of a story can be presented in the form of a newspaper article, characters can justify their actions to a "jury", key episodes can be dramatised or several characters can improvise a conversation.

Open-Ended Questions

Even if a basically traditional comprehension exercise is being set it is important to set some questions for which there is no obviously correct answer and which encourage readers to consider the text as a whole (eg what happens to a character after the extract finishes? What sort of person do you imagine the writer of this passage is?)

Texts, The Understanding of Which Results in Something Other Than Writing

The aim here is to get away from the idea that comprehension of a text always involves written or indeed oral "answers"; eg instructions, recipes, knots or original. The text of comprehension is whether you can do whatever the text is requiring.

Logic and Philosophy

This involves close reading of short, densely argued passages. You can start with small arguments in logic, through algorithms (logical trees) to full scale philosophical arguments. It is best done in groups, with confident readers.

Forms and Official Documents

These are a rich source of material available from any Citizens Advice Bureau. The aim should be not just to get pupils to fill in forms successfully but to discuss the user as implied by the content and presentation of the form and to resolve any confusions and difficulties which arise through poor design or wording. A recent publication, *Gobbledygook* by Tom Vernon for the National Consumer Council has some useful examples.

While such activities provide a useful stimulus for developing active comprehension, we must stress that effective understanding of texts can only come from the seed bed of a rich and varied programme of individualized silent reading through class, school and local libraries, bookshops and other activities: teachers must not feel they always have to do something with a text beyond encouraging children to read it!

Mike Taylor is Tutor in Charge, County Language and Reading Centre, Chelmer Institute, Broomfield, Essex. Bill Doherty is English Adviser for Waltham Forest.

Help in learning to write

By John Bald

Secondary education places such emphasis on writing that a pupil who has problems with it is likely to fail in almost every subject. The provision for teaching writing in secondary schools, however, rarely reflects this. A pupil may well be required to write for as many as eight or ten different teachers, each with their own subjects to consider and their own ideas on marking and presentation. There is very often no teacher who is in a position to see the whole of a child's output of written work and give help and advice where it is needed.

The position is complicated by the variety of difficulties which children encounter as they learn to write. Like many students on adult literacy courses, they are most often conscious of technical matters, such as spelling, punctuation and neatness. Uncertainty in these areas can have a serious effect both on confidence and fluency, and their importance should not be underestimated. Pupils, however, are not normally aware of the linguistic dimensions of writing, and of the influence of readability and discussion on the development of writing ability. Neglect of these can turn the writing programme into a technical exercise. The pupil's own perception of the prob-

lem is valuable, but not necessarily comprehensive.

This article is the result of an attempt to provide children following a normal timetable with help and advice on improving their writing. The class was in the lower band of the first year of a comprehensive school, and a substantial proportion of the pupils had real problems both with reading and writing. An initial examination of their books revealed all the difficulties listed above, and seemed to indicate that most of them had very little conception of writing other than as speech roughly transferred to paper. The children knew that they were making mistakes, but not exactly what their errors were or how to avoid them.

The immediate problem was to find a way of making the pupils more aware of what they were doing. We therefore analysed examples of writing in some detail to establish precisely what errors were being made, and each child's attention was drawn to those aspects that were particularly important to him or her. Errors often followed identifiable patterns which the children were able to see quite clearly once they knew what to look for.

Then, whenever a piece of work was returned, they were allowed five

minutes to look through it, put right those errors they could find, and ask about anything they did not understand. The marking was altered so that it did not appear in the body of the work, but as an indication in the margin that there was something on a particular line that needed attention. This gave a degree of focus to the children's review of their work and also left the teacher free to consider its content as well as its form.

At the same time, however, it was established that the teacher was not going to do their work for them by correcting mistakes which they could put right by their own efforts. The children had to begin to take responsibility for their work and to think harder. In return, they did not have their work covered with corrections and were able to look at it with the benefit of hindsight, knowing that further help was available once their own resources, or those of their neighbours, were exhausted. This personal review of completed work was supplemented by a weekly lesson in which pupils could work on their writing in all subjects with their English teacher, and a "word-bank" approach was used for spelling. By the end of two terms, the frequency of basic errors had been noticeably

reduced and the pupils were unanimous in their approval of the way their work was marked.

As few of the children were regular readers, a private reading period was established on Friday afternoon. The Reading and Language Centre provided a selection of books, but the pupils could read their own if they preferred. The children quickly concentrated on a book for 35 minutes and this lesson soon became one of the most popular of the week.

To remove some of the pressure from writing, the children were encouraged to keep a commonplace book, in which they could write about anything that interested them, and which could be private if they wanted it to be. Like the reading period, this gave the children an opportunity to develop their own interests as well as valuable practice. A number of the pupils used the commonplace book to work on particular aspects of writing that they found difficult.

A sense of involvement was further developed through the use of displays and a loose-leaf binder in which at least one example of each

pupil's work was typed up for the rest of the class to read. These are not new ideas, but their use in secondary schools is still not widespread. The function of displays is not simply to create a pleasant atmosphere, but to engage the pupils in their work. Preparing a piece of writing as a finished product for presentation to other people introduces the child to the process of serious writing and enables him to see for himself the reasons why we need to pay attention to detail.

The co-operation of colleagues in adopting a similar approach to marking was essential and in this case readily given, although this would have been more difficult had the exercise been on a larger scale. Only a part of the work has been described here, but what does seem to have been established, at least to the children involved, is that consistent and informative marking, reinforced by personal review of completed work, can be of real assistance in learning to write.

John Bald, is Tutor in Charge at the Reading and Language Centre, Colchester Institute.

Group experiment

Discussion and criticism in the literature class. By Stephen Wade

If there is one thing that English teachers would agree on when they put forward their problems in teaching the literature course (O or A or any level), it is that the activity we call "discussion" is not easy to accomplish. By this I mean that discussion does not often go the way we want it to go: we structure it, control it and dominate it. I want to describe in this article an experiment that I arranged with an A level class in an attempt to solve this problem.

First, I must stress that I believe discussion to be the highest and deepest means of learning about literature because it should give students a chance to do two things: test their private opinions of a work against those of other readers and enable them to see that the critical terminology of textbooks is a way of expressing what they group to express as they speak spontaneously. In practice, they rarely learn these things. Too often, structured discussion has simple problems involved that prevent the more reticent people from putting their views forward.

I conceived my experiment from the assumption that there are two stages of appreciation of literature at A level, and possibly at all levels, but A level was my main concern. The first stage is opinion and the second is the uncertain use of critical terms.

My problem was this: how could I use my discussion sessions more profitably with this class - which was a class composed of mature students and teenagers? My students were unfamiliar with talk of hyperbole or metaphor but they knew what was "good" writing for them. (How many times has an English teacher heard a student say that they "love" Wilfred Owen, or even *Falstaff*?)

I wanted the class to speak about literature with more assurance and less fear of the critical terms. We had reached a point in the usual approach of summaries, notes and talk of themes and all the rest, when the terminology was a block to the genuine, spontaneous response. I wanted to know whether the class had reached the point where they were assuming that discussion had to cover the set books in terms of jargon.

The idea was to divide the class into two groups, five students in each group, and to direct one group to discuss a poem without referring to critical terms that described stylistic techniques and the other group to refer only to such features. What I was really looking for was any evidence that the learned terminology

was helping them. The group who were asked to refer to stylistic techniques really found the exercise easy because they did not stop to consider their own opinion. I suppose I expected this. Both groups were given the same poem, Keith Douglas's *Vergil on the group made them keep close to the obvious imagery and look for rhyme schemes. Again, I expected this, of course. But I was delighted with the other group's attainment, as they learned about the business of criticism: which was what their reports on the activity suggested.*

I would like to mention a few especially informative aspects of this group's discussion. First, I was surprised by the students' wish to establish a "background" as they had never done this in class, and I must stress here that I was not present at the discussions as I had been in the discussion with "By Keith Douglas nobody knows anything about him? Written in 1943 is very near the Second Front Jim?"

Then they found their bearings by bringing in Owen (whom we had studied earlier) and they went on to compare him with Douglas but not going beyond the simple, emotional statements you would expect. The really encouraging thing was that they all began by asking questions - such as "Is it about a retreat or an attack?" and such things.

What intrigued me about the talk was that the students gradually became aware that they were ranging so wide that they digressed too often and the critical terms were used to pull them back into the main road of a structure that two or more dominant characters in the group wanted to stay on. After a pause where the group waits for someone to say something that will start the discussion again, a voice suggests: "I like the repeat of the word 'gone' - it symbolizes the fact that it's gone - done" and another voice tries to develop this by looking at rhyme. Then, out of the blue comes the question: "Is that a simile?" In the midst of this confusion, a sober voice leads the group back to the beginning with:

"Have we said everything we can about stanza one?" As this kind of talk goes on, I realise, as I listen, that the group is doing two things that are creating the right atmosphere for learning: they are waiting to ascertain the fact that critical terms do apply to any poetry, however unfamiliar and they are encouraging the more commonsense criticism that keeps to the logic of the poet's thinking. This last point is well illustrated by this remark: "This body wouldn't have been there three weeks ... he mentions three weeks ... and the answer to it:

"But I was thinking about Russia ... could that be this ... writing about something he hasn't really got knowledge of ... the Russian Front would be at this time wouldn't it?" and the dismissal of this:

"But the sun ... Sicily maybe. 1943 was the landing ... wasn't it?"

"This was the critical thinking that I had been hoping for, and it is the kind I'm sure we all hope for. Surely, we ask for a balance of emotional response and logical reasoning. I had remarks like this on the line "The frowning mouth of the gun ... You can't imagine the gunshot ... like a devil ... that died away uncompleted because logic didn't work but that doesn't matter much to me. At one point one person said, "Hmm, I like it" and was boldly challenged. "But why?"

The discipline of our first set book, Coombes' little manual *Literature and Criticism* was having an effect. I had, however, profited from this little exercise; I had learned that the students saw terminology as a starting point for more profound criticism and that it was not the ultimate aim. They were discovering that spotting the conceit or the paradox was not the ultimate aim of criticism.

In conclusion, I suggest that discussion used in small groups, taped and without a teacher's presence, may be a fruitful way of overcoming the problem of class discussion where dominant types take over, teachers control too powerfully and shyness sets in because of teacher and textbook "expectations" that students perceive - often wrongly.

Barrie Saywood, in an article in *Spoken English* (January 1978) described some interesting creative uses of the tape recorder in the literature class, and I would not disagree with him about the importance of the creative aspect of using the tape recorder in such classes, but I would add that an exercise such as the one I tried is an admirable and informative way of finding out how students regard the discipline of critical terms - which are, after all, the English teacher's guides in a non-factual and abstract activity.

Heinemann

English Lessons One

MICHAEL HAPGOOD

The first of a lively new English language series for secondary schools. Book one is suitable for 11-13 year-olds. The approach is very informal and stimulating with a high visual content.

Pupils' Book One £1.95
Teacher's Book One £1.50

Heinemann English Dictionary

Since publication this medium-sized, hardback dictionary has been widely adopted in secondary schools.

The definitions are clear, concise and exceptionally well laid out ... I recommend it. *ILEA Contact*

£2.50

NEW WINDMILLS - Latest Titles

The Robbers		The Exeter Blitz	
NINA BAWDEN	£1.60	DAVID REES	£1.50
Getting Free		The Road to Canterbury	
NIGEL HINTON	£1.70	IAN SERRAILLIER	£1.60

READING RESOURCE SETS

These new sets have been selected from the 220 titles currently available in New Windmills. They are grouped according to their suitability for broad age bands and are ideal as class or school resource sets. Buying in this way also represents a saving of at least 15% on the cost of individual titles.

Set A	Set D
60 titles	40 titles
for 10 year-olds and over	for 14 year-olds and over
Normal price £84.90	Normal price £56.40
Resource set price £55.00	Resource set price £47.00
Set B	Set E
40 titles	40 titles
for 12 year-olds and over	for 14 year-olds and over
Normal price £53.25	Normal price £54.30
Resource set price £45.00	Resource set price £48.00
Set C	
60 titles	
for 13 year-olds and over	
Normal price £86.20	
Resource set price £56.00	

(These sets are not available on inspection)

Inspection copies are available from:
Heinemann Educational Books
Freight Office, The Windmill Press, Kingston, Surrey KT20 8JL

Computers in reality

Michael Thorne on the SRA Computer Discovery Pack

It is timely that Science Research Associates (a subsidiary of IBM) have produced a teaching package for the Apple II and Atari400 computers which represents a considerable departure from current methods of presenting Computer Studies at school level.

John Coll of MUSE once said that our teaching of computing too often resembles that of a famous swimming teacher. He was given 70 hours to teach a class to swim. Having allocated 30 hours to an in-depth study of the history of swimming baths, another 15 to the physiology of the muscles used in swimming, 7 hours to the theory of fluid flow and 4 hours to safety in the swimming pool there wasn't an awful lot of time left to do any actual swimming.

The SRA Computer Discovery package has three components. A student workbook (available at two different reading levels), a teaching guide and two discs of programs which form an integral part of the course. Attached to each topic in the workbook there is an interactive program on disc which forms one of the exercises for that topic. Pupils can therefore spend a high proportion of their time either using com-

puters themselves or contributing answers which the teacher types in at the front of the class.

For example, a section of the workbook is entitled "Programming Concepts". BASIC is not used, nor is any other "real" language for that matter. Instead, the pupils have to program a screen Robot to kick a ball using the commands: L(up), D(down), R(right), L(left), K(kick). Typical programming exercises are: "Try making the robot go around the playing field twice". "Make the robot circle the ball".

Having typed in a robot program, the machine can be asked to run it. If the robot trips over the ball he says "oops" and picks himself up again.

In the early stages of programming the robot, the machine will simply not allow the entry of programs with errors. Eventually the student is allowed to ride bareback. Both syntax and run-time errors are illustrated.

Execution Error 1 - Robot hit the wall; 2 - Robot tripped over the ball; 3 - Robot kicked when not by the ball

Syntax Error 1 - Improper charac-

ters in the program etc.

Gradually the robot language is developed to include repetitions, conditionals ("execute the steps in parentheses only if the robot is not next to the ball now"), variables and parameterless subroutines. In all this is an impressive part of the package - and fun for the kids.

"Programming Concepts" is preceded by "Algorithms and Flowcharts". The examples chosen for "Algorithms are all good "real" world stuff but suffer consequently from the American origin of the material, though perhaps an algorithm for "checking the gas in your car" will be understood by our secondary school children. In spite of this, however, the Algorithm section successfully introduces the fundamental ideas of finiteness and completeness in the context of an algorithm for getting up and going to school. There is also a welcome section on "reasonable values" for various quantities in a program and the choice the programmer has to make in deciding these (would any family ever have more than 10 children etc. etc.).

Assembly language is introduced rather less imaginatively via a simulated machine which accepts programs in a form which is not too far from the real thing. Thus ADD 11, 12, 14 represents "add the contents of location 11 to the contents of location 12 and store the answer in location 14" which misses an opportunity to introduce the idea of a register. This is a pity since it is easily introduced by pointing out that the display of an electric calculator is a register. Moreover, three address instructions are rather unrealistic in the eight bit microcomputer world. Perhaps a control application might have given scope for a more exciting presentation.

Databases are again practically presented, though the features offered are severely limited. Students are invited to enter their own databases into the system. For example, one exercise suggests the formation of a Rock Stars database - Name of Rock Star, group star works with, number of gold records made, instrument star plays and nationality. It is a pity, however, that having gone to all the trouble of typing this information in, it cannot be processed using the machine.

The weakest section of the package is the by now almost obligatory History of Computers section. Fi-

gures are given for the increasing speed of computers over the years but these are totally meaningless without the corresponding figures for cost. After all, computer folklore says most things are possible but at a price. We have a technological revolution because chips are cheap, not because of the superior speed of 8-bit processors.

There are also irrelevant musings about punched cards and the lethargy. And in this section comes the one big howler I detected: the question "on a modern Hollerith card which rows represent numbers". Answers on a postcard please.

Fortunately the history section is short and untypical of the rest. My major general criticism is that the good ideas in the package are not developed far enough but at least SRA have set off in the right direction.

"Computer Discovery" is available from SRA, Henley-on-Thames, Berks., at £49.50 at two different reading levels. It would consequently be of use to both primary and secondary schools. The price includes 30 copies of the workbook.

Maths tests

by Andrew Rothery

Assessment in Mathematics Produced within Somerset Local Education Authority. Teachers' book (44pp) and set of 35 pupils' photocopy masters. £10.95 Record cards, £2.95 Macmillan Education, Houndmills, Basingstoke, Hants.

Recently a number of local authorities have encouraged the development of "county guidelines" in mathematics for primary schools. These have often been produced by groups of teachers in collaboration with local advisers. Usually, the finished product is a breakdown of the maths curriculum into units of work, each defined as fulfilling one or more behavioural objectives.

Though this approach can produce rather too much emphasis on skills at the expense of more subtle aspects of mathematical thinking, it has great practical value through its comprehensive and clearly stated "syllabus".

A useful spin-off of such an analysis is that it provides a system for checking on what mathematical skills have been learnt by individual pupils. Assessment in Mathematics is the result of such a scheme from Somerset.

The teachers' book describes the breakdown into units of work, and the procedures for testing pupils' attainment of each unit. Pupils' worksheets must be completed for most of the test items.

The worksheets are published as photocopy masters: a copy of each worksheet is printed back-to-back on fairly thick paper and copyright restrictions are waived for schools to photocopy their requirements. Mass copying at Teachers' Centres or by lens is not permitted.

The Somerset mathematics curriculum is arranged in five broad areas, each subdivided into numbered units of work. These are Number (44 units), Measure (24 units), Shape (13 units), Probability and Statistics (4 units), and Relations (4 units). Number and Measure therefore constitute the backbone of the scheme.

The Record Cards supplied with the scheme are four-page A4 size leaflets setting out the number and title of each of the 89 units on a chart which also indicates a likely sequence for all areas. Each pupil would have a Record Card and the teacher can mark each item as "A" (Child is reasonably competent).

This recording method tries to overcome one of the biggest prob-

lems presented by this kind of assessment scheme.

Most maths topics are introduced in school, and then need to be repeated, developed and revised over a fairly long period. At what stage should a teacher make the assessment? Do you keep repeating the same test question if the child initially fails? What if a child passes Unit N18 on multiplication facts to 5 x 5, and then later seems to have forgotten them again?

However, used with flexibility the records can give a broad profile of pupil attainment which would be useful within the primary school or at transfer to secondary school. An assessment made in this way would give a different kind of picture from one designed to test mathematical IQ.

The worksheets are nicely designed, with a clear layout, straightforward language, and with plain mathematical notation which would be understandable by pupils in most schools. The pupil usually completes the test sheet on his or her own, though for many of the units practical tasks and verbal questions are suggested in the teachers' book. The techniques would be generally successful in building a full picture of pupils' ability of each topic.

The 44 units for Number are rather large, moving from "Sorting" and "Matching" through to "Fra-

ctions-Division" "Decimals: Multiplication and Division by a whole number". There is some telescoping of the pace of objectives within the units. For example, unit N8 "Two Digit Numbers" includes the objectives "To understand the meaning of tens and units in recording number" and addition via tens and units in deal with later, separately in unit N20; however, when it comes to three-digit numbers, the understanding of hundreds, tens and units is put together with addition in unit N24. There are some gaps, too. Adding by counting on is given a 20; but adding by counting on for large numbers (eg 84 + 7) is not included at all. The units in the sparse areas are rather crowded: only one test item on graphs, R3, does not give much scope for consideration of the various levels of achievement within the topic, and block graphs are dealt with very briefly indeed.

There will be inevitable difficulties in matching the units of work in Assessment in Mathematics with the syllabus being followed in particular school. If this is different from the Somerset guidelines. Nevertheless, there is sufficient material here to form a comprehensive basis for the development of any tailor-made check-up system a school of 150 would require.

Market forces

Heather Neill on the parent-as-educator market

Parents are a more important potential market than ever before for publishers and the producers of educational toys. Schools can afford to buy less; parents, possibly worried by lack of equipment in schools, are the next obvious target. Unfortunately the products available to fill the gap are expensive and sometimes of poor quality, and parents are being given little guidance by schools.

The apparently widely received wisdom that parents should be more actively involved in their children's primary education remains in most cases merely a nice idea.

Betty Root, head of the Reading Centre at the School of Education at the University of Reading, speaking at the launch of the new Offspring catalogue, wondered if anything much had changed in primary schools in the last 20 years. In June she wrote to 1000 heads asking for information about their progress in involving parents in the teaching of reading. She has received five replies. As she says, it would be nice to think that the other 995 heads were too busy organizing schemes

for parental participation to put pen to paper. But it seems more likely that all the recent research into the teaching of reading is being ignored by many teachers, and there are still mistakes of parents being admonished for encouraging their children to read before they go to school.

Offspring, a division of E. J. Arnold, have however managed to accumulate a collection of high quality books and toys available mail order and approved by Mrs Root. There is though a fine line to be drawn between providing attractive, high quality educational aids and preying on parental anxiety. Desirable as many of the Offspring catalogue items are, the Offspring catalogue (110p) to a professional looking tool kit (£12.95) one has the sneaking feeling that talking to and reading with a child would in many cases be quite as efficacious for him or her educational development.

Offspring catalogue from E. J. Arnold & Son Ltd, Rutley Way, Leeds LS10 1AX (01-409 2365).

Centres of experience

Plans for a London Children's Experience Centre modelled on those found in some American and European cities were announced last week. Children's Experience Centres are museums where children are able to touch, feel and explore. Typical exhibits include Sticky Cities (veterinarian rooms filled with similarly-lined building blocks), computer gadgetry, closed circuit television equipment and kitchens, and the unique feature is that the children are allowed to use the equipment.

The London Children's Experience Centre, say its patrons, will be intended for under-elevens and will be the first purpose-built centre to make provision for handicapped children.

Craft workshops and theatre, dance and music projects are also

planned within the Centre which will provide scope for the organizers for activities not always provided by Community centres or schools.

The idea for an Experience Centre in London comes from two British women Gloria Rubenstein and Rosemary Goldsmith. A registered company and charity have been formed with patrons including Lord (Bernard) Miles, Baroness Phillips (Professor L. J. Newman and Dr Elizabeth Newman and help and advice has been enlisted from such organizations as Inter-Action, Fair Play and the Montessori Training Centre.

The organizers are looking for suitable site covering 20,000 square feet or more and have commissioned a feasibility study. Possible sources of finance are being canvassed.

century chalk quarries, which are part of the history of the industry. Accompanying the exhibition are booklets, *Highlights of the History of Concrete* by Chris Stanley, price £3.50, and two sets of slides on the same subject, price £4.50 each. Schools visiting the museum can obtain these free of charge from 52 Grosvenor Gardens, London SW1. The museum does not open on Mondays and Tuesdays; its hours are 10 am to 5 pm and its season runs from early April to the end of October. The exhibition is sponsored by the Concrete Society.

The exhibition traces the history of concrete from 5000 BC to the present day. It is housed in an old time building shed which is itself listed as a building of historic interest; it is roofed with the first concrete roofing tiles produced in 1840.

The museum is set among 19th

European publishing

We are free, they are regimented

... so runs the popular misconception about British and European publishers. Kenneth Pinnock takes a closer look

"Man is born free but is everywhere in chains". Talking to schoolbook publishers from various parts of Europe, at Frankfurt or elsewhere, one sometimes gets the impression that Rousseau's famous sentence was tailor-made for them.

What is it that seems to hold all these publishers in bondage? The answer is, in a word, the curriculum. "We are waiting for the new curriculum", "We are working hard to produce new books for the curriculum which comes into force the year after next". Such are the comments one hears again and again.

To a British observer, the power of the state in many continental democracies to influence and dictate what is taught, and how it is taught, seems at first excessive. I say "at first" because on closer acquaintance one's impressions are greatly modified. At the International Publishers' Association conference in Stockholm last year, the President of the Swedish Association of Publishers, Olof Storm, chillingly described how basic textbooks for Swedish schools have to be "objective" and how in order to ensure this they are submitted for scrutiny (at the publisher's expense) by a national institute of teaching aids which can grant or refuse admission to an approved list.

But he went on to point out that this requirement may not last much longer, and that the present syllabus, in his view, "give a lot of freedom not only for publishers but also for teachers".

When you look in detail at the Swedish curriculum document, it seems inoffensive enough. It begins by stating the overall aims of the nation's educational system, and then for each level of education it specifies the amount of time to be spent on different subjects. This does not preclude individual choice: at upper secondary level a number of different course-options are available, each with its own allocations of time per subject. Having laid down this broad framework the curriculum goes on to deal with the objectives and methods for each subject.

As an example, consider English - something in which Swedes excel, as any British visitor quickly realizes. The new course plan, recently enacted, starts by giving reasons for teaching English as the language of

communication in many parts of the world and also a vehicle of culture. It goes on to state the objectives of English in school: reading and writing come second to understanding and speaking. Elaborating these points, it deals with such questions as what to do about pupils who have learned a "non-received" form of English pronunciation (the answer given, in effect, is that in most cases such variants should be accepted). And it concludes by stating the objective of imparting something about social conditions and cultural life in English-speaking countries.

So much for the programme. How does it work in practice? Judging from the way in which Swedish children even of upper-primary age can tell you the way or the time, the main aims of the English syllabus are brilliantly realized. No doubt a good deal of the credit must go to the fact that speakers of Swedish, as of Dutch, live in a society awash with English on TV and radio. But even so, the standard of achievement is amazing.

The requirement to work within the limits of a national syllabus has clearly not prevented Swedish publishers from turning out a mass of impressively well-conceived and well-designed schoolbooks. Some of these books, particularly those for minority groups such as the handicapped, are subsidized by the state; all are greatly helped by the fact that Swedish schools, like those of most continental countries, have allowances for books and equipment far in excess of ours. But on the other hand Sweden's population and hence her schoolbook market, are very small - a handicaps which her publishers have countered by working really hard, and successfully, to sell translation rights in their schoolbooks. As Alva Jansson of Liber (the second largest schoolbook publisher in Sweden) told an American publishers' seminar a few weeks ago, "There are some 2,100 Swedish schoolbook titles, in about 4,000 foreign editions, scattered through 25 countries." Pretty good for a nation of little more than eight million.

Perhaps if I had talked more to Norwegians and less to Swedes, I would have formed a different view regarding the innocuousness of present-day national curricula in western democracies. For in Norway

schoolbooks not only have to toe the curriculum line, they have to be submitted for approval (nine copies of printed proofs), and in the case of basic texts they have to be published simultaneously in both the Norwegian languages.

My clearest glimpse of what it can be like to publish schoolbooks within a tightly-structured curriculum have come, I think, from occasional talks with a young Viennese publisher of school and children's books. He has to work in competition with what is virtually a state publishing house - but he expresses no unhappiness on this score. He has to reveal his own publishing plans in detail to civil servants in the Ministry of Education, and perhaps be told that he must modify the proposed style of production because the books would cost too much. Again, he has few complaints: the officials at the Ministry are, he says, reasonable people who know their jobs. What worries him far more than any central government controls are the pressures at local level. Once published, a schoolbook which has survived all earlier scrutineers may arouse the hostility of some local body, such as a trade union or a religious organization, which will then campaign for the book's exclusion from the schools within its sphere of influence.

The fact is, of course, that even where an explicit state-sponsored document called "the curriculum" exists, it is only one of a number of factors determining what goes on in the school system. As the Munn and Dunning committees in Scotland - amongst others - have pointed out, behind the formal curriculum which one can see embodied on the school timetable, there lies a "hidden" curriculum of largely unstated ideas and values. It is to this hidden curriculum that we need to look to see why some Danish publishers can offer material on sex education which would be unacceptable in British schools, or why some of our own school publications on the same subject would be banned in France. And if we want to know why the curriculum followed by older secondary students in many British schools has acquired an increasingly strong vocational tinge, the answer is to be found in the pressures, or at least the expectations, of parents and employers. In recent years, indeed,

there has been a growing realization in Britain of how close the links are between the school curriculum and the aims and needs of society. When the Association for Science Education, a generation ago, launched the discussions which led eventually to the Nuffield Science Project, it had little to say about society. But today's ASE proposals for the science curriculum start from a basis of sociology.

If a British publisher wants to consult a printed source to find out what the secondary school curriculum is, he goes to the regulations of the main examining bodies. These are the nearest thing we have to the government-sponsored curricula of our continental friends. But - as I have tried to show - neither of these printed sources is in fact anything more than the top of the curriculum iceberg.

Though it lacks a formal curriculum, Britain is no exception to the rule that education, and hence school publishing, operates within a curriculum which is partly visible in printed sources but is mainly invisible. In Britain we are belatedly beginning to realize that the curriculum, in its broadest sense, is so important not only to schools but to society itself, that it cannot fail to be one of the ultimate concerns of government - a point which our former Secretary of State, Mark Carleton, strove to make.

In short, we are beginning to see that teaching and publishing in Britain are subject to very much the same kinds of curricular limitations as those that clearly apply to all our continental neighbours. Differences there still are between continental education systems and our own; but they are diminishing, and day by day we have to admit that the English Channel is becoming narrower and less deep.

Though it lacks a formal curriculum, Britain is no exception to the rule that education, and hence school publishing, operates within a curriculum which is partly visible in printed sources but is mainly invisible. In Britain we are belatedly beginning to realize that the curriculum, in its broadest sense, is so important not only to schools but to society itself, that it cannot fail to be one of the ultimate concerns of government - a point which our former Secretary of State, Mark Carleton, strove to make.

In short, we are beginning to see that teaching and publishing in Britain are subject to very much the same kinds of curricular limitations as those that clearly apply to all our continental neighbours. Differences there still are between continental education systems and our own; but they are diminishing, and day by day we have to admit that the English Channel is becoming narrower and less deep.

Kenneth Pinnock is Educational Director of John Murray (Publishers) Ltd, and past chairman of the Educational Publishers Council.

Book 3 now available

Framework English

Don Shiach

Framework English is a new 5 book course for secondary schools which combines creativity with basic skills. Books 1, 2 and 3 which make up the pre-exam part of the course are now available.

Book 1	0-17-433351-X	£2.25
Book 2	0-17-433352-9	£2.35
Book 3	0-17-433353-6	£2.50

Books 4 and 5 are in preparation.

Complete the coupon and obtain your inspection copies now. No stamp is needed.

Please send me an inspection copy of:

Framework English 1 0-17-433351-X

Framework English 2 0-17-433352-9

Framework English 3 0-17-433353-6

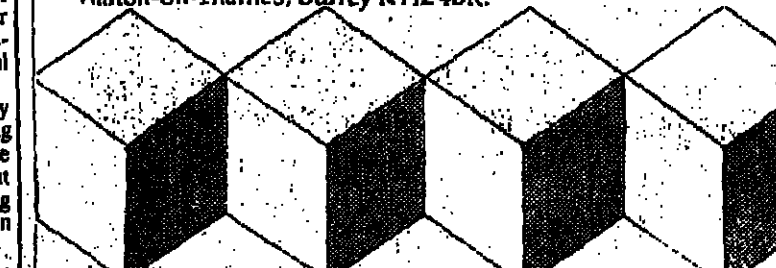
Name _____

School _____

Address _____

Nelson

Post to: The Promotions Department, FREEPOST, Thomas Nelson and Sons Ltd, Nelson House, Walton-on-Thames, Surrey KT12 4BR.



Hubert Bladell

The Austrian connexion

Since 1972 Austrian pupils have been provided with necessary textbooks free of charge, and in that year the government also changed its system of approval, setting up 66 independent commissions to inspect all new textbooks. These commissions are made up of teachers, professors of teacher training colleges, headmasters and school inspectors. During the nine months it can take before a decision is made, both authors and publishers are involved in discussions. The decision reached by these commissions is usually accepted by the Ministry (although the Minister himself reserves the right to overrule them).

Before a book is listed its sale price has to be accepted by the Ministry of Finance, whose civil servants are experts in book production

and are well informed about printing costs, binding, paper etc. Since those who spend the money have the final word it is clear that the contents and compositions of books can be fundamentally affected by their decisions.

The situation is rather different with the school authorities of the federal states of Austria. Although the curriculum is the same in each state, interpretations of it differ resulting in differing book preferences. These local authorities are often more politically motivated than the members of the commissions or the civil servants. It has happened on more than one occasion that a conservative school inspector or president of a federal school inspectorate has criticized a book as too progressive, although the majority of the

members of the commission which approved it were of the same political party as himself.

The content of textbooks has become a matter of public and therefore political interest, and pressure groups, trade unions, political parties and their organizations all publish their own criticisms, blacklists and recommendations. The reception of a schoolbook during the first two or three years determines its future, depending on the power of local groups.

The Ministry of Education usually plays a neutral part in deciding which books are published, and the Minister is always keen to point out that the freedom on teaching methods was one of the aims when free textbooks were introduced.

smp news

In this issue: Contest details, How to choose a micro for your school

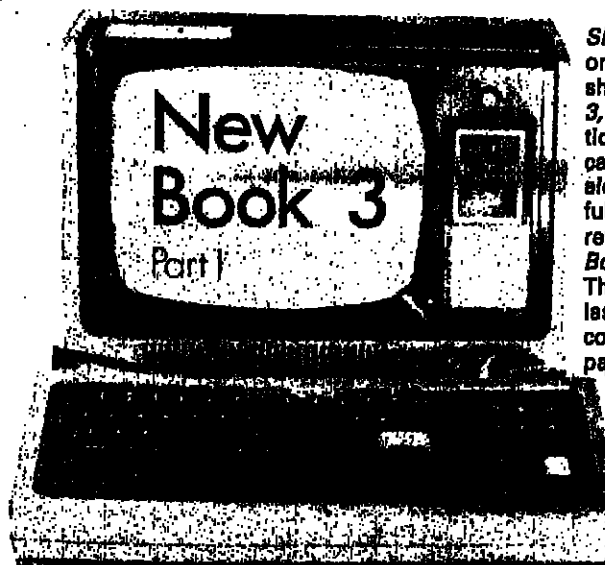
Praise for British Olympiad Team

The British team competing at the twenty-second International Mathematical Olympiad in the United States this year were praised for their skill and determination when they were presented with certificates on 18 September. The team gained a total of 301 marks out of a possible 336 and came third among the 19 countries sending full teams, behind the USA and West Germany. Three of the British contestants gained first prizes, two of them doing so by gaining full marks, and four of the remainder gained second prizes. The presentation, which took place at the Royal Institution, preceded the fourth Annual SMP Lecture given by Dr R W Horne (University of Oxford) and entitled *Mathematics and the Future of Man*.

The selection of a team for the International Mathematical Olympiad begins each year with the National Mathematics Contest in which all schools are invited to participate. Details and an entry form for the 1982 contest are on the back page of this issue of *SMP News*.

Twentieth Anniversary celebration

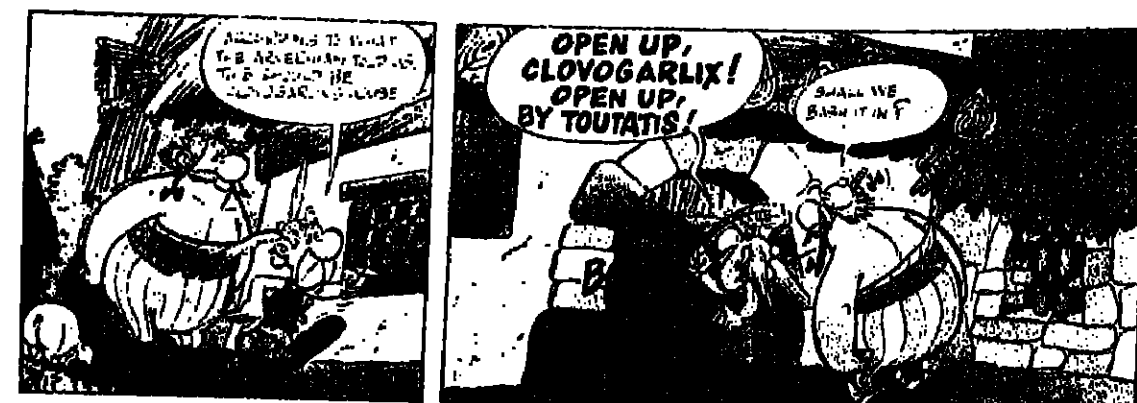
The day of the Annual Lecture was a full one for many who have been involved with the SMP's work over the years. A buffet luncheon held at the Royal Commonwealth Society marked the twentieth anniversary of the School Mathematics Project's inception. Originally set up as a university research project but now established as an independent charitable trust the SMP has continued its original aim of continuously developing materials for the mathematics curriculum and providing advice and help for teachers using them. Course texts and teachers' handbooks are published by Cambridge University Press and are available through booksellers.



SMP New Book 3 Part 1, published on 17 September, is the first of five shorter books replacing *SMP Books 3, 4 and 5*. Content and presentation reflect the use of the electronic calculator as the chief calculating aid. The book, which contains carefully graded exercises and regular revision material can be used after *Books 1 and 2*, or other courses. The new books are designed for the last three years of the SMP O-level course but are also a suitable preparation for other O-level examinations. *SMP New Book 3 Part 2* will be published early in 1982.

SMP New Book 3 Part 1
0 521 28408 2 £2.50

Please pull out these pages for circulation among the mathematics department. *SMP News* is issued by the School Mathematics Project and Cambridge University Press to keep teachers and others in mathematics education abreast of the Project's activities. Correspondence about *SMP News* should be addressed to the SMP and not to the TES.



Trix of the trade

D. J. Hockridge on the problems he encountered when translating Asterix

Asterix is published in at least 27 countries now and has been translated into at least 15 languages, including Welsh, Breton, Langue d'Oc and Latin.

The English version of Asterix is as much an adaptation as a translation. A French student studying for a higher degree chose as his subject the English version of Asterix. He had taken each frame of the original and each frame of the translations we had then done and was comparing them carefully. He found that there were four possibilities: *equivalence*, *perte*, *gain*, or *compensation*. When the story was being told, or when a joke occurred that was the same in English then we could translate straight. However, as most readers of Asterix in the original will know, so many of the jokes or comic

situations depend on something French, whether it be the situation or the word play, that there must be an inevitable loss in translation. In fact, Goscinny often deliberately engineered situations to reach a climax which would culminate in an outrageous pun. This was a technique he used more obviously in *The Adventures of Iznoogod* where the stories occasionally lose their logical thread but which allow for all sorts of funny word play.

So we have *equivalence* and *perte* but just occasionally there may be something in a frame which suggests an English pun or opportunity for word play which we then supplied, with Goscinny's approval, to make up for the inevitable *peries* elsewhere. These were the *gains* and the *compensations*.

For example, the names are mostly untranslatable. The Gauls, *Abraracourcix* (from *se battre à bras recourcis*), *Assourancecoursix*, the bard (from *assourances ious risques*) would be equally meaningless in English. So we tried to find names in English ending in "ix", by analogy with *Vercingetorix*, the original Gaulish hero, with the same sort of ring: *Cacofonix*, the bard, *Dogmatix*, *Vitalstatistix* and so on. Roman names presented the same problem. *Pacotélargus* (pas coté à l'Argus) usually describing an old banger whose price is not even quoted in the Argus, a parisian paper, would have been meaningless translated.

Soutienmordicus is a name in the latest Asterix adventure, *L'Odyssée d'Asterix*, which we are grappling

with at the moment, to be published in French in October and in English in March. In the past, we have come up with *Ginantonius*, *Spurius Bron-tosaurus*, *Odius Asparagus* and two throwaway Romans I recall with affection, thought up by my co-translator, *Antheu Bell*, *Sendervictorius* and *Appianglorius* and I still like two of our Spaniards in *Asterix in Spain*, *Huevos y Bacon* and *Nodoposition el Sodusiphon*.

Series of puns and word play can present more complex difficulties. When a group of Roman soldiers, all camouflaged with twigs and leaves, are apprehensively awaiting a Gaulish attack, it is relatively easy to find equivalent phrases and words connected with trees that can be made to sound funny: "I'm trembling like a leaf!", "I'd as lief not be here", "Shut up you big sap!". But on other occasions, the humour may depend on a more subtle appreciation of French culture.

In *Asterix Légionnaire!*, there is a complicated, sustained joke lasting for three pages depending on the reader's knowing that French schoolboys occasionally annoy their teachers by repeating the phrase "poil à..." plus a part of the anatomy rhyming with the last word the teacher mentioned. So when the Roman commander of the galley demands "mais qui commande à la fin?" this elicits the reaction "poils aux mains!" and this continues until the commander makes a request ending "...vous m'en faites la promesse?" and he very quickly and noisily stifles any possible rhyming response by threatening to throw them overboard. The word they may have used was, of course, the same one that made the French change the

name of the star of the film *Dogma* from "Fess" to "Jo". *Pardus* some years ago. The joke is further embellished by the fact that one of the army oarsmen is Egyptian and he makes his response in hieroglyphs so we see in addition a picture of hairy hands, hairy eyebrows or what ever.

A translator might be forgiven for giving up at this stage. However, in the end, we merely invented a possible game where English schoolboys might have shouted at the teacher "old hairy..." plus a part of his anatomy, making sure that we altered our translation of the previous dialogue to have a possible rhyming word - "commands" - "rows" until we arrived at the last frame of the joke where the commander says that if they get the galley into port safely, they will all have a "tot of rum" with the new frame mercifully still there stilling any possible rude rejoinder.

On this page of *Asterix Légionnaire!*, there is also perhaps the author's finest visual joke. The pirates have been sunk, yet again, and Ulerzo draws a faithful representation of Théodore Géricault's "Le Radeau de la Méduse" inspired by the French frigate that sank off the coast of Africa in 1816 and whose 15 survivors were miraculously picked up 12 days later. The captain is saying "Je suis médusé!", a familiar way of saying "I'm stupefied" or "dumbstruck". The joke is so neat in French. Here was going to be an obvious *perie*. We came up with "We've been framed, by Jericho!" "The spirit caught, the words flying free" was perhaps the nicest comment on our translation by a Professor of French and it's one we treasure.

Shelving the books

No industry is as dependent on institutional expenditure as the book publishing trade. Expenditure on books by schools, libraries and by a wide variety of students amounts to more than half of publishing turnover in almost all European countries.

In the present period of economic recession, the governments of Europe and of other developed nations have been looking for ways in which to cut public expenditure. The vast bulk of this expenditure goes on staff and salaries. This is very difficult to cut, and redundancy payments eat into any savings. Those small portions of the budget which are not extremely vulnerable, and none more so than books and equipment, which, unlike the maintenance of buildings, can be axed at a stroke.

Policies of retrenchment in expenditure have therefore had immediate and serious repercussions for publishers over the past two years. Their business is very much at the whim of central and local government, and the financial consequences of some policies can be awkward to

assess. Educational publishers in France are concerned at the decision of the new Socialist Government to stop the practice of parents buying books, as they think that funds provided by the state will be smaller. When, however, the British Secretary of State made a suggestion that parents buy books, British educational publishers showed concern in another direction - that this could lead to further erosion of already meagre capital allowances.

General book publishers sell to the general public through bookshops as well as to public libraries. In universities and colleges, many of the books are bought directly by the students themselves. School book publishers have the most eggs in the institutional basket, despite a certain level of parental contribution.

School books form an extremely important element in the publishing scene, and usually amount to around one sixth of publishing turnover. In larger countries, like France, Germany and the UK, as many as 3,000 titles can be produced in one year and 40 million books may be sold on the home market. When this total

sale drops by four million books, as it did last year in the UK, the implications for publishing are far-reaching and a crop of redundancies occurs.

In the UK, where tradition and the Education Act dictate that local authorities purchase the books, action within the Conservative Government outlined its attitude to public spending. The members of the Educational Publishers Council raised £50,000 in order to launch a campaign to defend school book expenditure.

The strategy of the campaign was to research and to produce booklets on each of the areas of the UK showing the current levels of school book spending in the various local authorities. Local authorities were approached for the relevant data, and, in almost all cases, proved extremely co-operative, sharing, on certain about, a similar measure of concern about what was happening to their levels of school book provision. The resulting pamphlets were given a wide mailing of several thousand copies to all schools, members of Education Committees, local and national press and media and to other organisations and individuals involved in education in the region concerned.

The first pamphlet, on the West Midlands, was published early in

1980. It showed that cuts of over 50 per cent had been made in some areas. The second pamphlet on the North West, produced four months later, probably generated the most publicity, coming as it did in the middle of a heightened national debate between Education Secretary Mark Carlisle and Opposition Spokesman Neil Kinnock on the morality of asking parents to buy books. Once again, a dismal picture emerged, with cuts in certain authorities approaching 50 per cent.

Attention was then turned to Scotland and Wales. Scotland's better record for school book spending was shown to have been thrown into jeopardy by fierce cuts in the huge regional authority of Strathclyde, which affected half the school population of Scotland. A bilingual pamphlet on Wales detailed some derisory spending figures in a country noted for its interest in education.

The same sad story was reflected in pamphlets on East Anglia, the Home Counties and the South East, and the pamphlet on the North East, published this month, indicates that the battle to save school books in that area is also being lost.

Four areas of the country remain to be covered: Yorkshire and the North Midlands, the South West, Northern Ireland and London. The capital city, once the "flower of cities

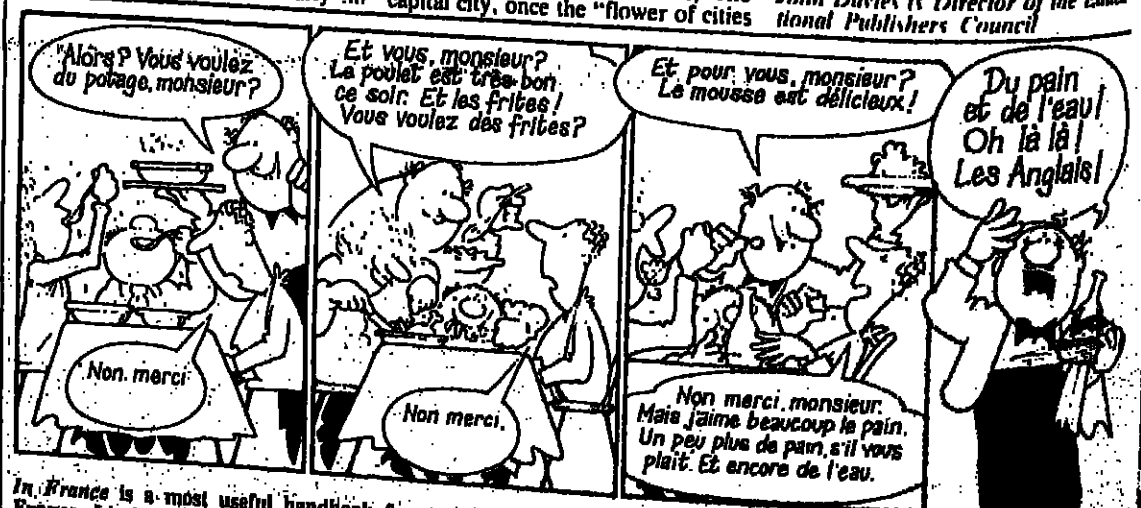
all" in terms of its school book spending, is likely to show the worst deterioration.

The cause has excited much publicity and much sympathy. After all, it was Stefan Zweig who wrote "No power source has been able to create as much light as is sometimes emitted by a small volume, and never will electric power have as much force as the electricity enclosed in the printed word. The book is a never ageing and invincible force, the most concentrated and the most multi-faceted. Everywhere, and not only in our personal life, the book is the alpha and omega of all knowledge, the foundation of every science. But the lights are going out all over Europe."

John Davies

EPC: Guides to Schoolbook Spending: West Midlands, February 1980; North West, May 1980; Scotland, September 1980; Wales, January 1981; East Anglia, Home Counties, South East, June 1981. Available free from the Educational Publishers Council of the Publishers Association, 19 Bedford Square, London WC1. Send stamped addressed envelope.

John Davies is Director of the Educational Publishers Council



In France is a most useful handbook for any group of young people (or their teachers) contemplating a visit to France. Lively, humorous and informative, it has sections on preparing for the visit, coping with the language and eating out. Gothic architecture, wines, Joan of Arc, the French countryside - these are just a few of the topics covered. Nelson and Chancery Schools Abroad, £1.95.



Photo by courtesy of Essex County Newspapers

Thumbs-up for SMP 11-16!

These boys and girls from the Glibber School Colchester, with their mathematics teacher Colin Hurford, are just a few of the five thousand or so pupils across the country using - and enjoying - the draft version of *SMP 11-16*. Revision of the draft version of this new mathematics course has begun in the light of feedback from more than 40 schools testing the material. Publication will begin in 1983.

In the meantime *SMP News* will contain a series of articles by members of the writing team each concentrating on the new teaching ideas and emphases in one topic area of the course. In this issue the first of these, by Spencer Instone, describes the approach used in the early algebra work.

Turning to SMP courses already published, the proportion of candidates taking the calculator syllabus of the SMP O-

level has now risen to almost a third of the total entry. Schools which have not yet entered candidates for this examination can obtain past papers from the Oxford and Cambridge Schools Examination Board, Elmsfield Way, Oxford OX2 8EP. Since *SMP New Books 3, 4 and 5* (see panel) include the extra material for this syllabus, schools adopting them need not buy the *SMP Calculator Series* booklets, though the latter will, of course, remain in print for schools using the 'lettered' series.

The number of candidates taking the SMP CEE this year rose to nearly 200. The first four books in the *SMP Topic Mathematics* series which prepares pupils for this examination were launched in the previous issue of *SMP News*.

Stimulating approach

Schools and sixth-form colleges have found that these books provide a stimulating new approach for pupils wishing to improve their CSE mathematics performance in the first year of the sixth form. Information and inspection copies are available from the Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU.

Providing there is sufficient demand the SMP proposes to run two residential in-service courses in 1982, one dealing with calculators at O-level (with special reference to the SMP O-level calculator syllabus) on 28 to 29 February and the other on elementary programming and the use of the micro-computer in mathematics teaching on 2 to 4 April. Both will be held in central

locations, probably Birmingham or Oxford. Please write for details.

Local Speakers

For teachers using or considering using *SMP 7-13* the Project has built up a team of speakers available for local in-service meetings. Such events are usually organised through local education authority mathematics advisers or Cambridge University Press representatives. If you are interested in any of these in-service events please write to the SMP office (address overleaf). Many primary teachers have asked for advice on schemes of work for younger children in preparation for beginning *SMP 7-13*. An SMP team is currently compiling a guide to suitable preliminary activities.

The demand for *SMP In-Service Resource Kits*, launched in the last issue, has been high. These provide resource material for in-service training sessions of the type increasingly being organised at LEA or school level. Ordering details are available from the SMP office.

Many mathematics teachers have developed computer programs for use in teaching their subject. We would like future issues of *SMP News* to include listings of programs linked directly to topics in SMP courses. We already have a number of such programs and some are to be especially written, but we would welcome others. If you have a program which has proved successful in teaching a topic and would like to contribute it to the general stock please send a listing with any necessary notes to Spencer Instone, 59 Avenue Road, Leamington Spa, Warwickshire.

FULL-TIME MODERN LANGUAGES TEACHERS/LECTURERS

Spend a year, a term, or half a term abroad on a direct post-to-post exchange with a teacher from mainland Europe. Your post is secure in your absence and considerable financial support is offered in addition to your salary.

Send the coupon below to:

Teacher Exchange Europe,
Central Bureau for Educational Visits and Exchanges.

England and Wales: Burmour House Burmour Lane London W11 0PE Tel: 01-426 5101	Scotland: 3 Bruntsfield Crescent Edinburgh EH10 4HD Tel: 031-447 8024	Northern Ireland: 16 Malone Road Belfast BT8 5BN Tel: 0222 564112/3
---	---	---

Please send me information on this teacher exchange scheme with Austria/Belgium/Denmark/France/Federal Republic of Germany/Greece/Italy/USA/Spain.

*Delete as applicable.

NAME

ADDRESS

TEL.

SCHOOL

AUTHORITY

TES2

In 1980 the government announced that it intended to move to a single system of examining at 16+, a single system, not necessarily with common papers for all candidates, administered by five groups of the existing GCE and CSE boards (with at least one GCE and one CSE board in each group) and designed to grade the ability range in any subject as the present GCE and CSE are designed to cover.

Many teachers have asked whether there will be an 'SMP' mathematics exam in the new system, just as scientists, for example, have wondered about the future of Nuffield science examinations. There is at present an SMP O-level available through all GCE boards, but no similar arrangement exists for CSE. So an SMP examination in the new system would involve a substantial change. Secondly, while there is no intention, under the new system, for different modes of examining to disappear (SMP O-level is really a Mode 2 examination), and while 'freedom of access' by any school to the examinations of any group of boards is to be maintained, two questions arise:

How far is any 'national' examination (e.g. some form of extension of the present SMP O-level arrangement) feasible bearing in mind the possible size of the candidature and the problems of moderation for any coursework component?

For how long should a 'project' examination exist?

If these questions seem to raise doubts about a possible SMP exam, we must set against them one fact of which every teacher of mathematics is aware,

Examinations at 16+ by John Hersee

and to which attention has been drawn by HMI. Mathematics examinations at 16+ exert a very strong influence in secondary schools both on the mathematics taught and on how it is taught. A good course can be distorted by a bad examination. For this reason, the SMP's primary aim is to see that schools following SMP courses have available an appropriate examination at 16+. That means an examination which follows the aims and spirit of the course and which exerts a beneficial effect on teaching.

It is too early yet to say how this aim is to be realised. Some, at least, of the groups of boards may feel that they can – and should – offer such an examination to schools in their 'territories': the SMP would wish to help them in any way possible. As early as 1972 the SMP, in collaboration with the Oxford and Cambridge Examination Board and the Southern Regional Examination Board, set up a working party which was later reconvened to produce a suggested syllabus and specimen papers; these were then circulated to all examining boards and a sample of schools for comment. Since the government's announcement last year a number of discussions have taken place including a meeting between representatives of the GCE boards and of the SMP. On 6 October a meeting at the Schools Council involving GCE and CSE boards will consider the role of project

examinations in the new system. A conference in May this year attended by teachers, examiners and SMP authors reviewed what the SMP had already done and gathered views and information which will be essential if the SMP is to contribute effectively to the developments which the new system will require. In the light of comments from schools and these discussions a revised syllabus has been produced and possible patterns of examination papers are being considered. There is a strong feeling in the majority of the comments we have received that it is impracticable and unrealistic to envisage the same two written papers for the whole ability range to be examined. Indeed, there is general agreement that the same syllabus cannot be used for all these candidates. As a result, the latest version is, in effect, three 'nested' syllabuses, and the possibility of pairs of papers for different ability bands is being discussed.

Any scheme of assessment will produce its own difficulties: common papers lead to candidates facing unsuitable questions; a choice of papers may involve the risk of wrong entry. For this reason these are not the only schemes under consideration. For example, a system of 'graded tests' is being discussed: one attraction of this is that it could easily be extended to provide some certification for pupils below the official 60% cut-off, something many

teachers of mathematics believe to be essential. And, although timed written papers are the most conventional method of examining, coursework and project work have not been forgotten.

What should teachers do?

Several of the groups of boards are already developing mathematics syllabuses and specimen papers, some of which may be converted into operational schemes before the official starting date for the new system. Teachers using SMP courses (and others, too, of course) should find out what their school's 'own' boards are doing and comment to them on any schemes proposed. We will let schools know about any developments towards a specifically SMP scheme in the new system by circular or through SMP News as soon as possible. In the meantime, if you have views about what you would like to see in the new system, or comments on what the SMP should do, please write to me at the SMP office. All that I have said applies particularly to existing SMP courses, but much of it is also relevant to the new SMP 11-16. The authors of that course are actively involved in discussions about suitable examinations to follow it in the new system.

**The address of the
School Mathematics
Project is
SMP Office
Westfield College
Kilderpore Avenue
London NW3 7ST**

an integer-only BASIC. BK means that the memory will hold about 8 thousand (K) characters; check that there is BK of usable memory because some machines use part of the memory to store BASIC, whereas in others the BASIC is hidden (see below).

2 As 1, but with about 20K of usable memory. On some machines you have to load BASIC into random access memory (RAM); on others it is in read only memory (ROM) already. So about 20K of usable memory could mean, for example, a 16K Pot (because BASIC is already in ROM) or a 32K Research Machines (because BASIC takes up about 12K of the RAM). It is also useful to ask 'what is the maximum memory size of the machine is, and the cost of increasing the memory size.

3 As 1, but with a printer and any necessary interfaces. It is best if the dealer not only recommends but also supplies the printer. Then if things go wrong you know where to turn. Be careful about extravagant claims. If you are told that the printer will copy HRG pictures off the screen ask to see it do just that, not just print a test picture. And check the cost of thermal papers, special ribbons etc.

4 As 2, but with printer and twin mini floppy disks. One disk drive is really inadequate as soon as you want to make 'back-up' copies of important data or programs. The capacity of the drive is important: some mini disks hold only about 70K characters, some as much as 500K. The larger the capacity the fewer disks you need to buy and the more convenient operation becomes.

5 Ask about the extra cost of high resolution graphics. Some people's idea of 'high' is higher than others'. A minimum of 200 by 160 could be considered high resolution. Find out at the same time whether you can easily mix text and graphics on the screen.

6 Ask about the cost of interfaces to domestic TV or external monitor, sometimes included, sometimes not. A monitor is a TV which does less and costs more. But TVs and monitors need different outputs from the computer.

7 Get the cost of other bits if you want them: colour HRG, P/O boards etc. Ask too about the cost of maintenance: if your printer or disk drives stop working just before CSE projects are due in then a maintenance contract can save your bacon. If you want to look to the future, find out the total cost of networking the micro if it is possible. Networking means connecting up a number of

micros so they can all share the same printer and disks and thus (in theory at least) save money. Find out the total cost of, say, 4 usable keyboards with disks and a printer.

■ Ask your dealer to demonstrate on the prospective machine exactly how you do the following. If you don't understand, or think a task difficult, then consider how your pupils will react.

1 How exactly to get started, from plugging in the machine to running a BASIC program already on disk or cassette

2 How many characters wide the screen is and how many lines of text you get on the screen. (The more the better: following a program listing on the screen will be terrible if you can

only see a few lines.)

3 How to plot (very roughly) the graph of $y = x^2$ and how then to label it

4 How to edit a line of a program – to remove 2 characters, say, from the middle of a line and to add 5 new characters in their place

5 How to list a program or part of a program

6 How to renumber the lines of a program

7 How to save a program on either disk or cassette

8 With disks, how to use the disk operating system; how to copy a disk

9 Find out how widely used is the disk operating system. (Not as important a point as many would like you to be-

lieve, but a widely used system can be useful.)

■ Get the answers to these general questions from the dealer or others familiar with the prospective machine.

1 Are upgrades available, in other words can you pay a little bit to get the latest BASIC or the latest disk operating system etc as an improvement on your present one? And will old programs run without modification on the upgraded system?

2 Does the machine have any quirks? The BASIC might be very odd, or the screen keep flashing. It is best to ask each dealer about the quirks of his competitors' machines!

3 Is commercial software available for this machine? Of 500 programs available

499 may be games – fun, but of little use to a teacher. And if there are educational programs are they any good? Many are awful: ask to see some.

4 How portable is the fully expanded machine? If you have a computer suite and the micro never moves, fine. If not, a sprawling system will be inconvenient.

5 Does anyone else around you own one? Help from a knowledgeable source outside is invaluable. And if many machines are used educationally advice and programs are more likely to be available.

■ And lastly treat with suspicion advice from people who already have a computer. They are invariably biased towards their own model. This of course includes myself.

Early algebra in SMP 11-16

Research at Chelsea College has shown that children's grasp of algebra is alarmingly insecure. In the first of a series of articles by writers of the new SMP 11-16 course, Spencer Instone describes how by adopting a less abstract approach in the early years it is hoped that more pupils will eventually gain a secure algebraic understanding. The illustrations, reduced in size and lacking their colour, are reproduced from the draft version of the course.

There are many ways in which a letter may 'stand for' a number, for example

$x+5=8$ $x+7=y$ $x+y=y+x$
 x is a particular unknown number. x and y are variables: they take many values. x and y are still variables but the statement is true for all x and y .

In introducing 'letters for numbers' we have chosen to concentrate on the second of these uses of algebra. It is easy to teach pupils to use x in the first way, as a particular unknown, but approaching algebra as a whole from this point of view can lead to difficulty later on (the school leaver who asked 'please, but what was x , Miss?').

We wanted the work on variables to be based on pupils' own 'experimental results'. Indeed, we felt that this was essential if many were not to get lost immediately. We needed a situation with two sets of related numbers. Our first thought was to use chains of squares made with matches and to relate the number of squares with the number of matches. One difficulty with this approach is that the number of squares builds up naturally one at a time. We shall see shortly why this is a difficulty. We eventually decided to use numbers arising from patterns of red and white tiles. The pupil is asked to put out various numbers of red tiles, then to place white tiles around the red in a particular pattern. Here the red tiles have to be reproduced as grey.

A BRIDGES

Put 10 red tiles on the table in a row like this.

Put white tiles along the top of the red tiles like this.

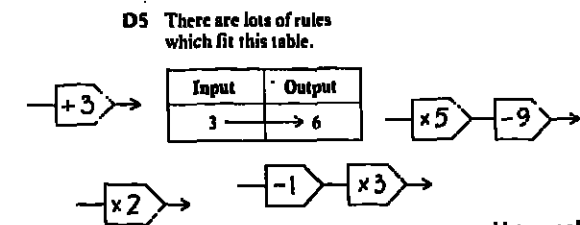
Put white tiles at each end like this.

Now you have made a bridge of white tiles round the red tiles.

How many white tiles are there in the bridge?

The pupil then builds up a table of the number of red and white tiles used when the number of red tiles is, say, 10, 5 and two choices of his own. Then the pupil is asked to complete the table for 40 and 100 red tiles 'without actually using the tiles. The pupil is asked to write down the rule connecting the number of white tiles with the number of red tiles first in words using a 'number machine' (an operation).

Work on number machines with plenty of practice in spotting rules is done earlier in the course. Given one pair of numbers there are many rules that fit the pair, but given a whole table of pairs there is essentially only one rule that fits.



Input	Output
3	6
4	8
10	20
31	62

And here I can go back to one of the reasons why we abandoned squares and matches. In a table where the inputs go up by ones, the eyes are naturally drawn to relationships which appear down the table, in this example 'add 3'.

Input	Output
1	4
2	7
3	10
4	13
5	16

But we wish to emphasise relationships which appear across the table, so it is best not to have ordered inputs. The pupil, then, is encouraged to find rules in 'number machine' form:

Input	Output	Input	Output
10	14	Number of red tiles	Number of white tiles
6	10		
16	19		
40	44		
100	104		

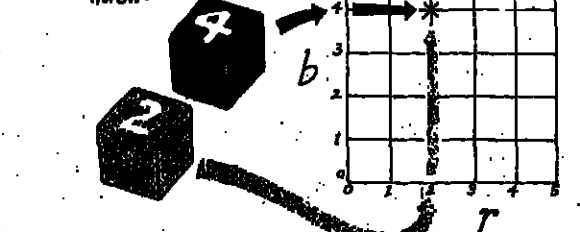
Eventually a natural need arises to shorten 'number of red tiles'; the pupil is encouraged to use r to stand for 'the number of red tiles' and w to stand for 'the number of white tiles'.

In other situations the machine approach is not the most fruitful, for example in relationships of the type $x+y=6$. A separate booklet called *Dice games* introduces relationships of this type. In this book r is made to stand for 'the number on the red dice'.

This time you win a star when the number on the red dice + the number on the black dice = 6. We write this winning rule in a short way, like this.

$r + b = 6$
 r means the number on the red dice.
 b means the number on the black dice.

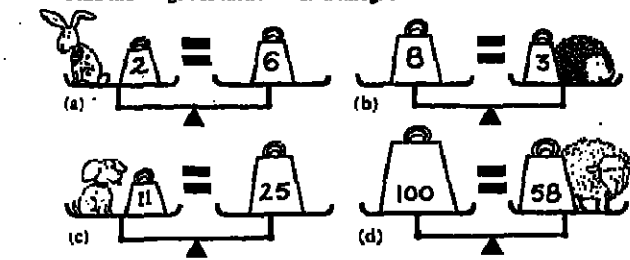
So you win a star when r and b add up to 6. Here is a winning throw.



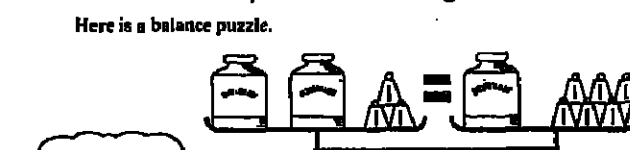
Play this game and see who wins.

Concentrating on these early stages is time well spent. A firm grasp of such concepts will enable pupils to progress more quickly and more surely later; for this reason, the contraction of rx to $4r$ is delayed. Time for assimilation, together with continual reference to r as 'the number of red tiles', will, we hope, prevent children from thinking that $4r$ stands for '4 red tiles'. We have not neglected the use of letters as particular unknown numbers in equations. We decided to adopt a practical 'balancing' approach to equation solving.

A5 All the scales balance in these pictures. Find the weight of each animal in kilograms.



This leads naturally to a time-saving contraction.



We can write the puzzle in words like this.

Here is a short way to write the puzzle.

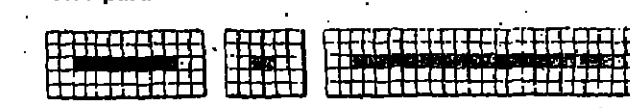
We write $?$ instead of 'weight of bottle'. $?$ stands for the weight of a bottle in kilograms. Each bottle weighs the same. So each $?$ stands for the same number.

Our decision to use a question mark for fixed numbers and not a letter in these early stages is deliberate. We hope we shall thus avoid the difficulty pupils find in distinguishing between when a letter is 'fixed' and when not.

For brighter pupils, we have made the connection between formulas and equations quite early on. The question mark notation used in balancing contracts naturally, so that

$7+7+7+20=7+7+7+7+7$ becomes $4(?) + 20 = 5(?)$.

We can now make the connection between variables and particular unknowns.



The formula for arrangements of this type is $4b + 20 = w$.

How many black tiles are there when the number of white tiles is 6 times the number of black tiles?

You want to know the number of black tiles.

Let x stand for the number. The number of white tiles is 6 times the number of black tiles. So there are $6x$ white tiles.

In the formula, replace b by x and w by $6x$. So you get $4(x) + 20 = 6(x)$.

Once again you can solve this like a balance puzzle. Find x . Check that it fits the problem.

b is variable in $4b+20=w$. It is replaced by x when we come to find one particular unknown value. Pupils are given plenty of practice in using this method of solving equations coming from formulas. Only later are pupils invited to use the 'standard' substitution method.

I have concentrated on the introduction of algebra to pupils because we believe that it is confusion over fundamental concepts that prevents pupils' progress or produces howlers later. By giving them firm foundations on which to build, we believe we can then proceed more quickly. For example, by age 13 we hope that brighter pupils will be solving equations like $85-3n = 22+6n$ not purely mechanically, but with understanding of what they are doing. Perhaps we are being optimistic in our view of at what age and how quickly pupils' algebraic concepts can be developed. We think not, but the extensive testing now going on will give us the feedback we need.

How to choose a microcomputer for your school

By Spencer Instone

The advice I offer is not 'x is definitely the best micro' but an explanation of the terminology and a series of questions to ask when comparing your needs with the machines available at the time of choosing.

■ Ask yourself what use you want to make of the computer. After you've bought it you will certainly want to do more. You can always, in time, buy another computer but you don't want to make an expensive mistake with the first one. So try to think ahead.

This is what you will probably need for some applications.

What you probably need

Processor & keyboard	VDU	P/O	Printer	Cassette	Disks	HRG
Use to be made of your micro						
Simple programming/computer appreciation	✓	✓	✓	✓	✓	✓
Simple control applications	✓	✓	✓	✓	✓	✓
O-level/CSE computer studies	✓	✓	✓	✓	✓	✓
A-level computer science	✓	✓	✓	✓	✓	20K
Computer-assisted learning	✓	✓	✓	✓	✓	✓
Computer-managed learning	✓	✓	✓	✓	✓	✓
Administration	✓	✓	✓	✓	✓	✓

Processor & keyboard: This is the box that does all the tricks. The keyboard could be separate from the tricks or it could be on top of them (in which case it often looks as though you've only got a keyboard!).

VDU (Visual display unit): Sometimes this comes with the computer, sometimes as an extra. You may be able to use an ordinary television instead of a VDU.

TV (Television): If your computer has a small (possibly built in) VDU, you will need a larger screen which more than a handful of pupils can see for some applications.

P/O (Parallel input/output): This is the route by which the computer communicates with electrical devices in the outside world. This may be built into the microcomputer, or may be extra. In either case tell your dealer what you want your micro to do so that he can tell you what you need.

Printer: You will probably be more concerned with speed, price and reliability than with quality of output.

Cassette recorder: It is a bit difficult to do without one: this is the cheapest method of storing programs for future use. It is built in to some micros, but usually any cassette recorder you have lying around will do.

Disks: A more expensive storage system, but very much quicker and more versatile than cassettes. They are either hard or floppy (the first very expensive) and either mini (5¼ inch) or full-sized (8 inch). Mini floppies are what most schools buy.

HRG (High resolution graphics): This is simply the ability of your micro to draw more detailed graphs, pictures etc. The 'resolution' is the number of individual dots you can draw across the screen of your TV or VDU horizontally and vertically.

Simple programming/computer appreciation: (The sort of short course you might give to a third year maths group, or to a sixth form general studies group.) The programs may become complex, but will probably be short. I don't really think you can survive without a cassette recorder (and they are very cheap) but when money is tight you may have to.

Simple control applications: For pupil experiment rather than running the school burglar alarm! These tend to be the domain of the science department, but simple experiments, like turning fairy lights on and off in sequence and measuring temperature or rainfall, can be quite easily managed and fascinate some pupils who are turned off by programming.

O-level/CSE computer studies: (see your local syllabus). If you do not have a printer you might get round this by using a camera to photograph the screen. However, if you've ever tried to sort out what is wrong with a program longer than 100 lines by listing it on the screen you'll realise the benefits of a printer.

SMP Additional Mathematics revision – your views sought

The writing of a revised *SMP Additional Mathematics* text, currently being tested in draft form in a number of schools with a view to publication in 1983, has been prompted by the desire to provide a one-volume introduction to mathematics beyond O-level which would provide a self-contained course as well as a bridge to A-level work. At the same time the writers have proposed changes to the course content and examination syllabus.

A broad syllabus will still be offered from which a candidate or school can make a selection to suit particular needs. For the examination, about the same proportion of the syllabus must be covered to gain full marks but a 'Core' plus 'Topics' pattern for both the syllabus and the examination is now envisaged. A candidate should offer the whole of the Core and a number of Topics: full marks would be obtainable on a sound knowledge of the Core and two Topics. A question on any of the Topics may assume knowledge of any part of the Core but, apart from this and from changes in the content of the syllabus, the questions in future examinations would be similar to those of recent years, though the arrangement of questions between the two papers would reflect the 'Core and Topics' pattern.

The proposed syllabus is set out below. If you have any comments on the changes please write to John Hersee at the SMP office.

SMP Additional Mathematics General

A knowledge of the content common to the two SMP O-level syllabuses will be assumed, but questions of a more difficult nature than those set in the O-level papers may be set upon it.

The syllabus is arranged as a Core and five Topics. A knowledge of any part of the Core may be required in any question set on the Topics.

A wide choice of questions and subject matter is offered in the examination and full marks are obtainable on a good knowledge of about two-thirds of the syllabus. Candidates will take two 2½ hour examination papers. Paper 1 consists of 18 short questions, 8 on the Core and 2 on each Topic. Not more than 12 questions are to be attempted; full marks for this paper may be obtained by correctly answering 10 questions. Paper 2 consists of 12 longer questions of which not more than 8 are to be attempted; full marks for this paper may be obtained by correctly answering 6 questions. 2 questions will be set on the Core and 2 on each Topic. Within each paper all questions will carry the same number of marks.

The use of electronic calculators is expected in the examination. There is no restriction on the functions capable of being performed by the calculator, but no external storage media

(e.g. magnetic strip programs) may be brought into the examination room.

The *SMP Elementary Tables* are adequate for the examination, but *SMP Advanced Tables* may be used. A *Formula Sheet* is provided with the question papers. Questions which require the candidate to reproduce proofs of standard results or formulae will not be set.

Any correct method may be used to answer any question on any part of the syllabus unless a particular method (mentioned in the syllabus) is specified.

Content

The following language and notation will be assumed: function, mapping, domain, range, inverse function, composite functions and their inverses, $f: x \rightarrow y$, $f(x)$, f^{-1} , fg .

Differentiation: f' , f'' , dy/dx , d^2y/dx^2 , $x'(t)$, $x''(t)$. Candidates will be expected to draw and sketch graphs of any functions used. Examples will be restricted to linear, quadratic, cubic functions, $y = ax^n$ (for $n = -2, -1, 1/2, 1, 2, 3$), $\sin bx$, $\cos bx$ (in degrees or radians), e^x , $\log_e x$, $k/(x-a)$, and simple linear combinations of them. Questions on the Core will be restricted to polynomials of degree not greater than 3 and $1/x$.

The Core

Algebra The quadratic function, $f: x \rightarrow ax^2 + bx + c$; solution of $f(x) = 0$, $f(x) > 0$ using graphs, factorisation or formulae; the factor theorem; sketching of graphs of functions; solution of polynomial equations and inequalities graphically and by factorisation.

East Midlands (Northampton, Leicestershire): Dr M Walmsley, Department of Mathematics, University of Leicester, Leicester

South West (Cornwall, Devon, Somerset, Dorset, Hampshire): Mrs C M Waugh, 16 Burrator Drive, Exwick, Exeter

West (Wiltshire, Gloucestershire, Avon, Hereford): Mrs J W Hersee, 78 Pembroke Road, Bristol 8

South East A (London): T V Jennings, Rosebay, Bradford College, Reading, Berks

South East B (Berkshire, Buckingham, Hertfordshire, Essex): Mrs P T Wiltshire, Queen Anne's School, Caversham, Reading

South East C (Kent, Surrey, East and West Sussex): D W S Thorning, The Ashcombe School, Ashcombe Road, Dorking, Surrey

Northern Ireland, Eire et alia: The Secretary, Mathematical Association, 259 London Road, Leicester

The address of the Mathematical Association is 259 London Road Leicester LE2 3BE.

Trigonometry and vectors Trigonometry and vector problems in 2 and 3 dimensions; the use of sine and cosine formulae; products; the sine, cosine and tangent ratios (and their graphs) for angles of magnitude (Solution of equations will be restricted to the interval 0° to 360° for angles and radians).

Calculus Differentiation of $f: x \rightarrow kx^a$ for $a = 1, 0, 1/2, 2$, and of simple cases of sums; such functions; integration as differentiation and applied to areas; areas of the tangent to a graph; differentiation of particle; time rates of change; stationary points; maxima and minima; use of rate in differentiation and integration (but not including inverse trigonometrical functions); arc length and areas of sectors of circles.

Kinematics of a particle moving in one, two or three dimensions; displacement, velocity, acceleration; relative velocity and application of vectors to the above and 2-dimensional motion under constant acceleration; graphical methods

Topics

1 Statistics and probability Representation of a finite sample space; set; an event as a subset of the sample space

Probability: exclusive and independent events; sum and product rules for joint and independent events respectively; probabilities; extension to simple cases; conditional probability

Calculation of mean and standard deviation of a sample; extension to grouped simple distributions: binomial (by Pascal's triangle – only the first row, row, row, triangular (throws of two dice) Use of tables of the normal distribution (find the area under the normal curve) between given values of the abscissa; applications to simple problems, e.g. to find percentage of members of a population modelled by a normal distribution who have values in a given interval Cumulative frequency graphs and their use to find the median, inter-quartile range, percentiles; the inter-quartile range as an approximation to the 'two standard deviation' measure of spread Kendall's coefficient of rank correlation and the use of a table to determine the level of significance

2 Mechanics Particle dynamics; motion of a body making a particle under the action of a number of forces, in 1, 2 and 3 dimensions

Mass and weight Simple applications of Newton's Laws

Motion The impulse-momentum equation applied to more than two particles Forces and their results

3 Geometry Combinations of rotations, reflections, enlargements, shears, stretches, translations and glide reflections and their representation by vectors or matrices (i.e. transformations of the form $X' = MX + a$, where M is a 2×2 matrix, the origin not necessarily invariant point); elementary ideas of variance

Isometries and patterns Simple transformations in three dimensions; 3×3 matrices, linear equations with three unknowns (restricted to cases where there is a unique solution)

4 Algebra and structure Propositional logic: Propositions, negation, and the connectives conjunction, disjunction, alternation, equivalence and implication; compound propositions; truth tables; representation by electrical switch diagrams; equivalent circuits

Complex numbers: $z = x + yi$; knowledge of real and imaginary parts, modulus, argument; the sum, difference, product and quotient of two complex numbers; complex conjugates; representation in the complex plane (Argand diagram); simple geometrical interpretation

Group properties and structure Isomorphism of a group; isomorphism of structure; straightforward illustrations of geometrical transformations; 2×2 matrices, number systems, complex numbers, residue classes, Boolean algebra

5 Calculus Exponential functions, exponential growth, graphs, gradients; index laws, logarithmic indices; the number e ; the logarithmic function as the inverse of the exponential function

Simple cases of sums and composite functions; the chain rule Flow charts and simple numerical methods, (for example, iterative methods, Newton-Raphson method to solve equations); linear approximations in the form $f(a + h) \approx f(a) + h f'(a)$ or $f(y) \approx f(x) + (y-x)f'(x)$

Simple applications of differentiation to integration to curves and to physical problems

Never mind the quality

Robin Buss on modern French literature

Grandeur Nature. By Henri Troyat. Edited by Nicholas Hewitt. Methuen Educational £2.75. 0 423 90110 9.

Anthologie Prévert. Edited by Christiane Mortelier. Methuen Educational £2.50. 0 423 90900 0.

Les Belles Images. By Simone de Beauvoir. Edited by Blandine Steffenner. Heinemann Educational Books £3.50. 0 435 37832 5.

French Literature in the Twentieth Century. By Christopher Robinson. David and Charles £10.50. 0 7153 8076 1.

Snapshots and Towards a New Novel. By Alain Robbe-Grillet. Translated by Barbara Wright. Calder and Boyars £3.95. 0 7145 0531 5.

Grandeur Nature is a late but welcome addition to Methuen's excellent series of twentieth century texts: it has been an A level set book, but welcome because it is a novel admirably suited to advanced learners of French.

First published in 1936, it tells the story of a failed actor who destroys his own self-respect when he encourages his son to take up a career in films. The surface narrative conceals a studiously contrived plot; the characters, family relationships and theme of acting can each be developed in various ways and at different levels of literary analysis: the novel, in the tradition of European Naturalism, is probably the best example of Troyat's shorter fiction.

Nicholas Hewitt's introduction develops the main literary themes of the novel and sets it in the context of Troyat's work. It is a pity that he does not have more to say about the stage and cinema background: in the AEB syllabus the novel was linked to a topic on the cinema. The depression and the coming of talking pictures had repercussions on the acting profession which are mirrored in the story of Antoine Vautier: the son of a mime, trained for the classical stage, he is eclipsed in his professional and family life by a teenager whose only talent is that he can behave naturally in front of the camera. The progress from mime to movie star shows the actor's loss of control of his work to the director.

While Christian's meteoric rise and fall were probably suggested by the careers of such child stars as Robert Lyden. Though Troyat is interested in actors primarily as inauthentic and narcissistic individuals, he has researched their professional milieu and examines such topics as their attempts to form a professional association and the contrast between Vautier's obsolete acting style and that required by the cinema. Many students will benefit more from studying this aspect of the book than its literary qualities.

Dr Hewitt analyses the structure of *Grandeur Nature* and shows it to be a highly competent piece of literary craftsmanship, nonetheless, though he is wise to avoid making "exaggerated claims for (Troyat's) literary status". Christiane Mortelier is unfortunately less cautious in her assessment of Prévert. She hails him as "a poet for the audio-visual era", which sounds like an expensive but little-used item of classroom technology and makes one wonder why she bothers to give us an anthology of his work in this pre-AVE form. Luckily for her, and for us, it is not true to say "the traditional notion and practice of poetry have become obsolete" and, though not the audio-visual superhero she makes out, Prévert often appeals to young people learning French. His appeal is in fact quite old-fashioned: his irony and attacks on authority figures usually strike a chord, and poems like "Barbara" or "Déjeuner du matin" are moving and easy to understand. The rhetorical devices that are one of Prévert's limitations as a writer make it possible for his poetry to be exploited in the classroom as a model for work by pupils.

For these reasons, rather than its compiler's inflated assessment of his literary achievement, the anthology of Prévert's work will be welcomed and should find a place in every modern language department.

One of the problems with editing foreign literature for English learners is to find books that are stimulating without presenting too many linguistic difficulties. Prévert was a good choice; so, at a higher level, is Simone de Beauvoir's *Les Belles Images*, a novel by an important modern writer on a major topic. But Blandine Steffenner and her publisher, having chosen the work, show no further understanding of the needs of their readers. The introduction is meandering, confused and positively misleading on the subject of Existentialism (which is, in any case, a distracting compendium of information, expecting the reader to pause at a passing reference to *Don Quixote* and *Quentin Durward* to learn their dates of publication, the life dates of their authors and a (mercifully) brief account of their plots and significance. Laurence's trip to Greece provides the excuse for a guidebook of classical ruins and mythology illustrated, of course, by a map. To crown it all, there is a French-English vocabulary, worse than useless to any student capable of reading such an advanced text.

Simone de Beauvoir is not even mentioned in Christopher Robinson's guide to French literature in the twentieth century. Sartre, on the other hand, has more entries in his index than anyone else. His neglect of feminist literature, and for that matter of works by women writers in general, is all the more surprising since he had chosen a thematic rather than a chronological approach, and a chapter on women would have made a nice counterpoint to his section on "The Cult of Masculinity". But he admits in his preface that such a study is bound to contain gaps and, to his credit, he does include a survey of Francophone writers outside France which is an important and often neglected topic.

On the whole, however, this is a disappointing book with too much space devoted to plot summaries (for example, that of *Les Enfants Terribles*) which would scare anyone away from the works they purport to describe. He stops, more or less, at Michel Tournier, omitting works published during the past 10 years or so, when a survey of trends in the post-New Novel novel is much more needed than this re-examination of Gide, Sartre and Giraudoux. Students of the New Novel itself might do worse than turn to Barbara Wright's translation of Alain Robbe-Grillet's short fictions and theoretical essays, recently re-issued by Calder and Boyars, one of the few publishers still prepared to risk translations of experimental modern literature.

Robin Buss is a lecturer in French at Woolwich College of Further Education.

History in the making

As in Great Britain, West Germany's secondary school history books come from publishers, not the state. Like British products they have benefited from advances in printing techniques and contain plenty of diagrams, original pictures, maps, plans, photographs and political cartoons, many in full colour. Indexed and margin-annotated for quick reference the school book in both countries has been transformed. Extracts, ideas, suggestions and questions make it less of a textbook, more of a source book. Schmid's *Fragen an die Geschichte* (Questions put to History) takes the development furthest. It is a series of books in which almost the entire contents, covering the centuries from ancient times till the present day, are made up of extracts, maps, pictures and questions.

Looking through some of the newer publications in both countries it is clear that chronological history has survived the attacks made on it over the last few years by some skills-based enthusiasts. It is in good shape. What has been decisive is the German principle of *Mut zur Lücke* (courage to leave out) advocated during the fifties by Hans Ebeling. The desperate determination of the old generation of textbook writers who felt that they were not really historians unless they packed their works with every available fact is no longer needed. Portmanteau chapter headings like "From William Rufus to Stephen" or "The Boer War, the

Entente and the Liberal Landslide" are being abandoned. Still arranged chronologically, issues, to stimulate thinking, replace slabs of information to tax the memory. It is now taken for granted in, for example, West Berlin schools that history is a discussion subject, not peripheral to the social studies but at the centre of them. Non-narrative school books which raise issues are indispensable in stimulating debate and the exchange of views.

School history book content in West Germany reflects an internationalist attitude which is one of the positive legacies of the Nazi catastrophe. Whilst German history up to and including the establishment of the Federal Republic is the starting point it is extended, especially by comparative method, to a world scale. Increasingly the approach adopted stems from the idea that historical experiences are, and have been over the centuries, shared to some degree by all mankind. Industrialization is common to all advanced countries. Colonialism is a recurrent phenomenon. Dictatorship is a threat to all societies. For a reader or teacher accustomed to the rather gloomy British approach to the Industrial Revolution which suggests that after a period of inventions the whole process tailed off into a morass of social problems followed by economic decline, it is agreeable to see the experience in other countries appraised more dispassionately.

With even Prussian and Danish forts marked in on a map of seventeenth century West Africa, and Siberia marked as a colony, the widespread nature of European colonialism acquires new significance. Observations about the causes of dictatorship, drawn from the Germans' own exceptional experience, would raise interesting questions when discussed in Britain where it is often assumed that the risk disappeared with the death of Cromwell. In *Erinnerung und Urteil* (Looking Back in Judgment) Band II, the authors show how even apparently distant topics like the Investiture Contest, the Conquistadors and the Age of Absolutism can be deployed to raise issues of Church and State, about developing countries or the uses of political power which are relevant to the seventies and eighties.

Getting away from narrative history has certainly raised the price of books. When money is scarce and cuts are taking place parents may be alarmed to see fewer textbooks in school. The reason why sets of history books, both in Britain and West Germany, have become old fashioned derives, however, less from questions of expense, more from questions of purpose. Small numbers of books to refer to are more useful than large numbers of books to be read from.

Robin Betts

Robin Betts is a lecturer in School of Education, University of Liverpool.

CHAMBERS DICTIONARIES

● Chambers Twentieth Century Dictionary 1864 pages hardback £8.85 net 0 550 10226 4 (standard edition)

The most comprehensive single-volume dictionary ● Chambers Dictionary of Science and Technology 1344 pages hardback in slip case £20.00 net 0 550 13302 3

More than a hundred fields of science and technology covered ● Chambers Biographical Dictionary 1448 pages hardback in slip case £20.00 net 0 550 16001 9

Over 15 000 condensed biographies ● Chambers Young Set Dictionaries Four graded dictionaries all limp bound

one 0 550 71195 3 8pp three 0 550 71197 X £1.30 two 0 550 71196 1 £1.00 four 0 550 71198 8 £1.50

● Chambers New School Dictionary 384 pages limp £1.25 0 550 71314 X

For upper primary, and lower middle, school classes ● Chambers Essential Dictionary 640 pages limp £2.75 0 550 71308 8

Suitable for less academic or middle secondary classes ● Chambers Students' Dictionary 864 pages limp £2.75 0 550 71308 5

For individual use in upper secondary classes ● Chambers Children's Illustrated Dictionary 512 pages hardback £2.95 net 0 550 10621 9

Suitable for upper primary classes ● Chambers Mini Dictionary 640 pages limp £1.15 net 0 550 10701 0

256 pages limp £1.25 0 550 71312 3

● Chambers First Learners' Dictionary 320 pages limp £1.75 net 0 550 10628 6

● Chambers Second Learners' Dictionary 384 pages limp £1.95 net 0 550 10631 6

● Chambers Universal Learners' Dictionary 928 pages limp £3.95 net 0 550 10633 2

For learners of English everywhere

Post to address below (no stamp needed) for further information

Name _____ School _____ Address _____

Chambers FREEPOST Edinburgh EH2 0BW



ENVIRONMENTAL PROGRAMME a fully interrelated teaching programme

comprising:

- ATLASES
- WALL MAPS
- OHPT's with WORK PADS
- GLOBES

Why not find out more about it and send for our catalogue now:

Name _____ Position _____ School _____ Address _____ Post Code _____

BARTHOLOMEW EDUCATIONAL Dundee Street, Edinburgh EH3 1TA.

The National Mathematics Contest takes place on 9 March 1982

The National Mathematics Contest (NMC) is an annual competition for secondary school pupils; most candidates are sixth formers but bright fourth and fifth formers can do well on the paper, which is limited to material from elementary algebra, simple plane geometry, trigonometry, intermediate algebra and trigonometry. The contest is organized by the National Committee for Mathematical Contests, a committee of the Mathematical Association. It takes place in candidates' own schools, marking being done by the schools themselves.

If you want some of your pupils to enter complete the entry form and receipt on the right and send them by 1 December 1981 with a cheque/postal order (payable to the Mathematical Association) for 10p for every pupil entered (minimum 50p) to the appropriate regional secretary (addresses above). Enclose a stamped self-addressed envelope and a self-addressed sticky label for the parcel of papers. The contest booklet will be sent to you from the Mathematical Association office in February. If you have not received them by 2 March (a week before the contest) please contact the Executive Secretary at the Mathematical Association (address below). Marking your pupils' scripts is an easy and speedy process. Send your pupils' results (not scripts) as soon as possible after the competition to your regional secretary. Names of high scorers will be printed in the September 1982 issue of *Mathematics in School*. Candidates obtaining a qualifying mark (and others recommended by their teachers) may take part in the British Mathematical Olympiad (BMO) which takes place in March 1982. Entries for the BMO should be sent directly to the examiner, Mr R C Lyness, 2 Godly Road, Southwold, Suffolk IP18 6AJ, telephone Southwold (0502) 723848; an entry fee of £1.00 per pupil, payable to the Mathematical Association, and a stamped addressed envelope should be enclosed.

The British team for the 1982 International Mathematical Olympiad will be chosen from those BMO candidates who are invited to take a Further International Selection Test (FIST) paper.

You can obtain past NMC papers at 20p each from the Mathematical Association.

Regional Secretaries

Scotland: J G Forsyth, Coatbridge High School, Albert Street, Coatbridge, Lanarkshire

North-West A (Lancashire, Greater Manchester): E Makin, Blackpool Collegiate Grammar School, Blackpool Old Road, Blackpool

North-West B (Cheshire, Cumbria, Isle of Man): The Secretary, Mathematical Association, 259 London Road, Leicester

Wales and Shropshire: G V Robinson, St Edward's College, Sandfield Park, Liverpool 12

North-East (NWS Yorkshire, Humberside, Northumberland, Durham): W Gibson, Royal Grammar School, Newcastle on Tyne

East (Nottinghamshire, Lincolnshire, Huntingdon, Bedfordshire, Cambridgeshire, Norfolk, Suffolk): D I Driver, Nottingham High School, Waverley Mount, Nottingham

South Midlands (Hereford and Worcester, West Midlands, Warwickshire, Oxfordshire): J K West, The Dudley School, St James's Road, Dudley, West Midlands

North Midlands (Staffordshire, Derbyshire): R Dent, 69 Parliament Street, Newhall, Burton-on-Trent, Staffs

National Mathematics Contest Entry form

Name (BLOCK CAPITALS) Mr/Mrs/Miss _____

School _____

Type of school (Independent, comprehensive, grammar, etc.) _____

Address _____ Phone _____

Home address _____

Phone (if willing to receive calls) _____

I wish to enter _____ candidates for the 1982 National Mathematics Contest.

I enclose entry fee of _____ Cheque/Postal order no. _____

(10p per candidate, Minimum 50p). payable to the Mathematical Association

Signature _____ Date _____

National Mathematics Contest Receipt

Please fill in details; receipt will be signed and returned to you by the regional secretary.

Entry fee _____ Number of candidates _____

Received from _____

School _____

Address _____

Reference number _____ Signed _____

(Regional Secretary)

extra

Upholders of a brave tradition

Philip Lewis on German literature

Kurt Tucholsky: *The Ironic Sentimentalist*. By Bryan P. Greaville. Oswald Wolff £4.25.

Geschichten aus dem Wienerwald. By Ödön von Horváth. Edited by Hugh Rank. Bell and Hyman £2.95.

Leben des Galilei. By Bertolt Brecht. Edited by H. F. Brookes and C. E. Fraenkel. Heinemann £2.50.

Der Besuch der alten Dame. By Friedrich Dürrenmatt. Edited by Paul Ackermann. Methuen.

Die verlorene Ehre der Katharina Blum. By Heinrich Böll. Edited by Ulrike Meinhof and Ruth Rach. Harrop £2.40.

Das Hörspiel: Passages from German radio plays. Edited by Marie Burg. Macmillan.

Tucholsky, Horváth and Brecht - in perhaps that order of courage - were all three cast in the same mould of

defiant literary criticism of prevailing politics. And who can doubt that today Böll and Dürrenmatt, with their biting attacks on society, are not in the same category? And of the Hörspiel authors in Marie Burg's anthology, Weyrauch, Ahlsen, Jens, Klose and Lenz at least must be included amongst the courageous upholders of the same tradition. That the first volume in *German Literature and Society* should be Bryan Greaville's perceptive and sympathetic study of Tucholsky (1890-1935) is most apposite.

This great satirical writer figures prominently in anthologies in Germany where the critical climate from the sixties onwards has particularly favoured a corrosively provocative wit that, strangely enough, we have been slower to appreciate. Though, as the title implies, the book is concerned with more than the satirist, let us hope that this study helps towards a general resurgence of interest in the "great mocker". Tucholsky always ran the danger of being himself ridiculed by the exaggerated scale of his attacks. According to him, not only had the country of *Richter und Henker* but the German language itself was so stupid as to be worthless (*"Deutsch ist doof"*). He admitted in *Was darf die Satire?* that he indulged in extravagant caricature, but all was in his mill: social democrats, national socialists, the army, bureaucracy, business and, in particular, the judiciary.

Bryan Greaville devotes half his study to Tucholsky's all too short life and his theory and practice of satire. An examination of the two short love stories leads us to the "ironic sentimentalist", after which the author discusses Tucholsky as a literary critic writing chiefly for *Die Weltbühne*. The most difficult task is obviously selecting some of the critic's mordant aphorisms and longer satirical passages. Amongst the latter I would like to have seen extracts from *Der Kontrollierte*, *Warum stehen, Werbekunst* and also his short poem "Danach". The author emphasizes how this remarkable man was two generations ahead of his time in his views on abortion, homosexuality, prison reform and literary censorship. Tucholsky undoubtedly had blind spots, but no study of the Weimar Republic could be complete without detailed knowledge of the man called by Walter Laqueur the "most brilliant and most fertile German satirist since Heine".

Horváth's tragic and uncanny death in 1938 at the age of 36 robbed the world of the flowering of his genius. Hugh Rank in his introduction to the play *Geschichten aus dem*

Wienerwald touches on Horváth's other work, including the immediate and lasting success of the novel *Jugend ohne Gott*, probably his greatest work and the one for which the author will chiefly be remembered. The editor of the play stresses the devastating power of clichés. Too little attention has been given to the fact that Hitler's hypnotic power over his audience during his ranting speeches was largely due to the frenzied repetition of a string of clichés hammered home to his equally frenetic listeners.

In *Geschichten aus dem Wienerwald* there is no character development and little true communication. In *Jugend ohne Gott* the reader is impressed by the careful, economical use of language and the individual's passionate struggle for the right to think and act without political restraint. The powerful impact of the play on the other hand is not due to any direct message but to the cathartic effect on a reflecting audience of the verbose outpourings of these Viennese *Kleinbürger*. What easy prey for Hitler were these pathetic conformists for whom originality of expression did not exist and whose entire mode of thought and life was based on meaningless colloquialisms and second-hand clichés! In the novel we have the assertion *"Die Neger sind doch Menschen"*, but here Valerie is concerned that the offspring of Marianne and Oskar should be *"nur keine Neger-Heil"*. What the editor calls *"Bildungsroman"* reveals the terrifying emptiness of the characters' minds, the fruitless soil into which Hitler "let fall his insidious tenets".

As Hugh Rank warns, we must not be misled by the boring meaningless nature of much of the language. He believes the key lies in Horváth's "art of hiding a second meaning behind the foreground story". There is much to ponder on both in the play and the editor's excellent introduction. My only criticism is that most students would prefer the notes to be listed, together with difficult vocabulary, by the popularity of the original edition of *Leben des Galilei* in Heinemann's series of texts is shown by the nine reprints. In the 1981 edition we have a new and extended introduction which is much more informative about Brecht, his plays generally and *Leben des Galilei* in particular. The additional material now available about Brecht is reflected in the length of the new bibliography. For a play first written in 1938 and modified for the 1947 and 1956 productions, it is remarkable that the basic social message has been strengthened not diminished. Brecht originally noted how

influenced he was by the potential consequences of the splitting of the uranium atom. And then of the war, he declares *"das atomare Zeitalter machte sein Debut in Hiroshima"* and for him this threw "ein neues, schillerndes Licht" on Galileo's conflict, as the editors remind us. Will modern scientists, he wonders, betray their calling as Galileo did?

The editors rightly indicate that the play is not particularly illustrative of the Brechtian *"Verfremdungseffekt"* or "Epic Theatre". Its enduring quality lies in its intensely dramatic appeal within an almost totally unstructured framework. We are not concerned here with the Weimar Republic, Nazi Germany or even capitalist society. Galileo is an embodiment of the "living complexity and contradictoriness of real human beings". This, says Malcolm Pasley in his study of modern German literature is why, caught up in a moral dilemma and potentially tragic situation, he engages our sympathy. The age of the neutron bomb has made Brecht's portrayal even more relevant.

As for Dürrenmatt it is indeed capitalist society he attacks in *Der Besuch der alten Dame*. The technique of "alienation" is used here to perfection in a play written in the same year in which Brecht died (1956). The moral dilemma which confronted Galileo is confronted here by the whole impoverished community which must decide whether or not to sacrifice one of its leading members, of an emotionally contrived charge, to the hidden god of mankind, Frau Zerkow, determined to exact her gruesome revenge for her youthful rejection. This edition is as originally published apart from its new excellent binding. Most German teachers will be familiar with the play, certainly the most popular of Dürrenmatt's stage productions, though one that is easier to read than to perform. I wrote to Dürrenmatt at the time of the London production with which he expressed much dissatisfaction - so much so in fact that he insisted on supervising himself the production of *"Die Physiker"*. No writer has posed a more powerful dilemma than the one which confronts society - and the audience - in this *"tragische Komödie"*.

No modern writer so closely parallels Tucholsky as Heinrich Böll. Virtually every facet of society that Tucholsky attacked Böll attacks too. The first school edition of the novel *Die verlorene Ehre der Katharina Blum*, filmed a year after it was published (1974) and already widely translated, is styled "a new approach to language teaching at Advanced

level" by virtue of the discussion of the language and text against the background of contemporary society and the events in Germany which Böll to write his novel. This does would be disputed by other editors who have used the same approach but this in no way diminishes the excellence and the necessity for the editors' detailed exposition of the genesis and social importance of the novel. Without their guidance it would need a very informed teacher to explain how Böll came to write the novel in the first place and why he used a particular stylistic technique.

Böll, increasingly abused as his work becomes more controversial, was moved by what he regarded as the exaggerated importance attached to the activities of the Baader-Meinhof gang to depict how no member of society is immune from the police and is herself driven to murder by the callous excesses of the media. The editors underline the significance of the student revolt of the sixties and its implications of the Baader-Meinhof crimes, but a most unusual German novel, terrifying in its implications but eminently suitable for A level students, has now been provided with an edition that will deservedly be acclaimed by teachers.

The Hörspiel is held in particular esteem in Germany and is different in technique from most of our radio plays, though recently the BBC has produced several examples, most notably *Equus*, of what might be described as pure Hörspiel. Several full-length plays have already been published in school editions, but Marie Burg's anthology gives an excellent survey of a number of the most interesting by no less than writers. Many of the latter are "gewissen", but the idea of social commitment is not the motivating force for this collection.

The editor is perhaps optimistic hoping that the anthology will be read by O level pupils, but not respect of the wider audience should be in mind. Nothing could be more valuable for first term sixth form reading (whether by general or A level students) with all the opportunities these extracts give for initial understanding of the authors and, in several cases, the moral dilemmas posed by the circumstances of their time.

Philip Lewis is head of the modern languages department at Tudor School, Banbury.

"peaking" of orders which creates a bottleneck in the summer months. Where possible, book supply contracts should be shared more than one supplier so that schools have an alternative route if one system fails them. The importance of an efficient and accurate ordering procedure is impressed upon publishers and booksellers.

New technology may offer databases and document delivery services which will cause a revolution in school book supply. For the present, however, the Committee observes that if all services brought together up to the standard of the best, school book supply. Let us hope that these responsible for delays should be their advice.

John Davis

"The Supply of Books to Schools and Colleges". Report of a Committee Enquiry convened by The Publishers Association and The Bookshops Association, September 1981. Available from The Publishers Association, price £2.50. 0 85366 073 4.

It's a man's world

Maire Messenger on the absence of girls on children's television

Where are the girls on children's television? When asked this question, producers eagerly point to the female presenters, the young actresses starring in drama series, the singers and entertainers in pop and music programmes. After this, they come to a stop.

Of course there are female presenters - although outnumbered two to one on "Blue Peter" and often merely assisting the leading man as in *Stopwatch*. Certainly some excellent young actresses appear in drama series - but such series still tend to be heavily weighted towards boys and their activities. When, for example, have we ever seen a programme about a lot of girls - a girls' sports team, to compare with *Striker or King Cider*? Has there ever been a girls' gang along the lines of "Graham's Gang" or "Just William"? No. Yet such groups exist aplenty in real life.

The promised crop of drama in the new autumn schedules doesn't look much more hopeful for females either. ITV are offering us *Vice Versa*, set partly in a boys' school,

about a father and son changing places. The BBC has several series coming up: one about a boy genius; one about a group of young jockeys (with, we are assured, one prominent girl character - but racing is undeniably a male world); and E. Nesbit's *The Treasure Seekers*, in which the boys run the show and the girls worry about whether it's the right thing to do. In January, *Grange Hill* returns, with, we are promised, some strong girl characters. And why not for goodness sake, in a mixed comprehensive school? At least, at Grange Hill, the numbers of boys and girls, and male and female teachers, are roughly equal.

For it is in terms of numbers, that girls are most unjustly treated by programme makers. Indeed injustice is the wrong word; if girls were shown being oppressed and discriminated against, at least they would be seen. As things are, they are simply invisible. Whenever human beings in general are wanted - for minor characters, for background movement, for voices, for fantasy characters and for generally filling in the picture around the leading roles -

these human beings are nearly always predominantly male. There is no dramatic need for them to be.

Taking a few random samples from my children's viewing over the last couple of weeks, I noted in *Puzzle Trail*: one roadmender (male); one fisherman; one policeman and one postman - all giving clues to the male presenter. His female assistant was given two roles: a granny and a woman in a green-grocer's shop. Perhaps we should make allowances for *Chigley* made in the sixties, for not being more sensitive to the existence of women - but an episode in which there was not one single female (squire, butler, chimney sweep, barge, wharfman, army captain, six soldiers and voice-over were all men) was taking things a bit far, even for such unenlightened times. Even in the world of puppets and models, where the creatures look sexless, the assumption is usually made that they are "he". *Jigsaw* gave us Jig (he); *Peter (he)* and the "O-men" (hes). "Paper Play" made a cardboard frog (he); *Pipkins* had a hare (he), a monkey (he), a tortoise (he) and a male presenter. Its one female character, the inaptly named Mrs Muddle, was

the only competent person in sight - a rare thing, incidentally, for a children's programme. Women frequently appear as uncomprehending and obstructive - as silly stooges. *Puzzle Trail* (in the two episodes I saw) gave us two superb examples.

Girls make up at least half of the television audience and, it is an insult to ignore their existence so comprehensively. It does not reflect real life as experienced by children, in which most of the authority figures are competent mothers, teachers, playgroup leaders, granies, aunts, child-minders - all female; children actually *live* in a female world, not a male one. Third it implies that the wider world outside - the "grown-up" world, the world of postmen and craftsmen and people inventing and making things - is only populated by men. This may still be true in many areas of life - but it is certainly not true in *it*. And as long as children are continuously fed the idea that women are invisible (and therefore unimportant), girls will find it as hard as ever to make themselves visible and effective in what everybody knows, because the telly has told them, is a man's world.

Micros and mystery

by Bill Hicks

CONTINUING EDUCATION
Micros in the Classroom
Part One: Secondary (Monday 28 September 4.25pm)
BBC2
Part Two: Primary (Monday 5 October 4.25pm)
BBC2
To be repeated Sunday 10.10 - 10.35
BBC1 25 April and 2 May 1982.

Consider for a moment how difficult it might prove, to make two half-hour television programmes under the title "Books, models, blackboards, worksheets and calculators in the classroom" - supposing that each of these teaching aids had emerged only in the last three years, and was surrounded by controversy and misconception - and you will appreciate the problems of selection faced by the producer of these two films.

For as the number of microcomputers owned by schools has increased (due both to falling hardware prices and the Government's assisted-purchase scheme) so the variety of uses found for them by ingenious teachers has grown well beyond the expectations of educational technologists of the mid-'70s. The aim of these programmes is to give innocent teachers of all disciplines an indication of some of the ways in which micros have been used successfully with children from the ages of 4 to 18, and without resorting to overt propaganda, to allay some of these fears.

Both programmes, for example, should banish the old vision of computers replacing teachers altogether. We see little evidence of the micro being used in its most notorious role of teaching machine, save in a primary school where a 2802 helps small groups of children with syntax, spelling and arithmetic. As the teacher commented, micros are ideal for routine drilling exercises. Apart from the novelty value, the micro here has the tremendous advantage of infinite patience. Slower children apparently benefit most, since "everyone gets the right answer eventually" and all are equally rewarded. For teachers with large mixed-ability classes, a micro is almost as good as having an assistant - provided a suitable range of programs are available.

On this vitally important aspect of software provision, we are shown the beginnings of what could be a national network of educational programming, in the computer centre of King Edwards School near



Birmingham, an impressive resource centre at Newcastle Polytechnic, and the "ITMA" (Investigation into teaching with microcomputer assistance) project at the College of St Mark and St John in Plymouth. There are links between these and other such centres, enabling teachers to develop, with professional guidance where necessary, their own programmes, which can be stored in a databank for national distribution by telephone.

King Edwards' computing expertise has also led to a fruitful relationship with local industry. One sixth-form programmer relates how he devoted a month of his spare time to devising a program for a nearby tube-bending factory, which translates complex customer requirements into a set of instructions for a machine and provides an instant costing. Both the factory's turnover, and the school's insight into industry, benefited as a result.

A quite different approach to computing is illustrated by the boys' public school, Oundle, where the private enthusiasm of maths teacher John Coll over a twenty-year period has led to computers being accepted as a normal, often essential part of school life.

All first-year boys receive a four-day block "familiarization" course, and the large numbers of converts thus produced have access to the labs and equipment (much of it home-made or "scrounged") until 7 pm. Keen student programmers even offer an advisory service for teachers of all departments. Significantly, Mr. Coll has little time for the computer studies syllabi offered by the various examina-

Stepping out

by Frances Farrer

CHILDREN'S TELEVISION
Dangermouse
Mondays and Wednesdays, 4.45 pm
Stig of the Dump
Mondays and Wednesdays, 5 pm
Thames for the ITV network

These two rather odd series look very hopeful indeed. *Dangermouse* is a cartoon Secret Serviceman who outwits a dastardly toad, Stig is a Stone Age kid who makes friends with a contemporary hero, and both series show signs of real effort towards their audience.

Dangermouse draws on a wide range of conventions, among them the bumbling English amateur detective; who lives in Baker Street (in the heart of London's Mayfair, according to the introduction); *Barney* graphics (BAM! POW! SPLAT! TED! across the screen); and drawings that combine early 60s *Thunderbird* style vehicles with some superb

The main situation is entirely traditional. *Dangermouse* and his jittery sidekick, Penfold, have to outwit Baron Greenback, a toad who is in the business of taking over the world.

Dangermouse is cool and very English throughout these situations, a sort of rodentine James Bond without the glamour. It's all good, clean fun, though why Greenback's hen-chaperson speaks with an Italian accent is a mystery that is never explained.

The mystery of Stig, on the other hand, isn't quite mysterious enough. In the book it is not clear whether he exists or not, even though both Barney the hero and his elder sister Lou, the sceptic, see and play with him. Thames say mysteriously that this ambiguity is difficult to achieve on television.

It's still a good old standard, an adventure in which Stig and Barney play together and outwit baddies and adults. Stig's dump is a large, exciting pit into which all sorts of thrilling garbage has tumbled, and Stig puts it all to his own uses.

Since he is a lad from the Stone Age these purposes have a certain *Borrowers* style plausibility. A cat that rolls in is immediately stripped. Stig thinks it is an animal so he skins it. Both these series are quite heartening to watch. They may be a small step for television, but they are quite a large step for children's programmes.

media

Briefings

Radio & TV

Continuing education For schools

Wegweiser. (Sunday, 16.30, Friday, 23.30 VHF4)

A second stage follow-up to *Kontakte*. Aims to help those with an elementary knowledge of German to improve their understanding and command of everyday language.

Por Aquil. (Sunday, 17.00, Friday, 23.30 VHF4)

Designed mainly for those who have followed *Digamel* but equally useful for anyone with a basic knowledge of Spanish. Presents aspects of contemporary life in Spain through actuality interviews and includes pronunciation and comprehension practice.

Heute Direkt. (Monday, late night BBC2, Tuesday, 9.05 BBC 1)

The main news bulletin of the day from a German television network. Each topic introduced and explained in English for more advanced students. Teachers' notes are available later in the term.

Pericles, Prince of Tyre. (Thursday, 19.00 Radio 3)

David Spencer's production, starring Angharad Rees as Marina, Michael Aldridge as Simonides and David March as Gower, features music specially composed by Nick Blich.

British Social History. (Monday, 10.38 BBC 1)

How did the weavers of the 1830s cope with the advent of the power loom? In *"The Poor Weaver"*, John Prebble describes the fortunes of a Highland family newly arrived in Glasgow to swell the numbers of handloom operators on short-time.

Watch Your Language! (Tuesday, 10.15, Thursday, 11.22 ITV) 12 to 14-year-olds are encouraged to consider dialects and accents. Is there a standard English? Viki, an actress who is studying a Gloucester accent is surprised to find that local people think her "standard English" is a Birmingham accent.

Maths Topics. (Wednesday, 10.38 BBC 1)

One of four programmes on trigonometry for 13 to 16-year-olds at varying stages in examination courses. The four sequences in this week's broadcast show scale factor, a surveying problem, solution by scale factor and solution by ratio. Video-recording is essential.

Location Britain. (Thursday, 9.05 BBC1)

A short series for examination students aiming to pinpoint the reasons for growth in three geographical locations. Presented here is a case-study of a new aluminium smelter at Lynemouth in Northumberland. 13 to 16-year-olds study the factors leading to Alcan's decision to build.

Scene. (Thursday, 10.32, Friday, 14.02 BBC1)

Brazil. (Thursday, 9.27 BBC1) "Scene" presents "Girl in Brazil" as a documentary-drama to stimulate discussion in 14 to 16-year-olds on the personal tragedy of Vera, forced to leave school and work as a seamstress to make ends meet. "Brazil" asks 'why people come from the country to live in city slums.

Man. (Thursday, 11.20 VHF4) 10 to 12-year-olds set off on the "Fossil trail". They continue the story of the evolution of life and then go on a fossil hunting expedition to find out what fossils are and how to recognize them.

Living Language. (Thursday, 14.00 VHF4)

A four-part dramatization of Diana Wynne-Jones' book *The Ogre Downstairs*. 9 to 11-year-olds hear the consequences when two boys are given strange chemistry sets.

Physical Science. (Friday, 9.00 BBC1)

The Living Body. (Friday, 10.09 ITV)

TRANSLATION BOOK CLUB

Britain's newest book club offers you the best works of international fiction and memoirs in English translations. On joining, you can choose from our selection of newly-published books and books from publishers' backlists, all at substantial discounts.

Send £15.00, to be set off against future purchases and choose any of the books listed below for your first month's choice.

As a member of the Translation Book Club, you receive:

- a free Collette paperback on joining
- the chance to buy at least five books every other month at more than one-third off publishers' prices
- special editions of out-of-print or unavailable books at very low prices
- carefully chosen translations in publishers' hardback editions
- the Translation Book Club catalogue every other month, detailing that month's book choices, giving advance information on forthcoming books and including the backlist.

Books to come

Include new works by Marquez, Böll, Zweig, Sabato, Voinovich, Borge, Eco, Oz, Lenz and Vargas, as well as books by Moravia, Endo, Hesse, Mann, Svevo, Glanzberg, Onorato, Pavese, Carpentier, Robreanu, Gadda, Raynaud, Yoshitani, Durrell, plus many more.

Join the Translation Book Club now, for more information, write to:

To: Translation Book Club, Dept. 4

10 Archway Close, London N19 3TD.

I wish to join the Translation Book Club and enclose £:

Please send me my free paperback:

Collette - *The Thousand and One*

Mornings and books marked below

from the October 1981 choice:

(publisher's price in brackets)

Green - *Messiah* at Telgte £3.90 (£5.95)

Milford - *Native Reim* £3.95 (£8.95)

Cocaine - *Cocaine's World*

£3.55 (£8.50)

Cendras - *Plumage* £4.25 (£6.50)

Kafka - *Letters to Friends*

Family and Editions £12.00 (£20.00)

Name

Address

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How to join the green revolution

Sally Festing looks at the role of gardening in schools

Many schools do not have adequate sites for gardening. This is problem number one. It is not a traditional subject so architects don't think it necessary to make provision for it. On the other hand, there are schools with plots specially allocated who fail to make use of them and where gardening is taught it is often taught badly.

It is a missed opportunity. Gardens link us with the world we live in. The more complex a civilization becomes, the more deeply this need is felt and education is perfectly conscious of preparing for leisure as well as for the working life. The difficulty is that plants need constant vigilance. To delay the processes that accompany their natural progression is to risk loss, damage and inevitable disappointment. The responsibility can be daunting. It takes a knowledgeable and enthusiastic head or member of staff to realise potential, plan carefully and encourage profitable educational progress.

The other problem is the weather, and, directly, there is not a lot one can do about it. Few schools are fortunate enough to possess a greenhouse; the biology lab will do for planting or pricking out seedlings, but there comes a time when they must go into the ground. Indirectly, however, one introduces flexibility by making the practical part of gardening an optional, after-school or lunch-break activity rather than one governed by timetable. This is the way they work at Monks Hill High School, South Croydon, where, three years ago, some of the staff and children began making a flower garden.

The site is a 60' square, hitherto-grassed courtyard edged by paving and enclosed on three sides by glazed glass rooms on the fourth by a high brick wall. Since the area is in prominent view from all floors of the building, it was felt that a cohesive, permanently pleasing picture should be the aim and a mixture of shrubs, herbaceous perennials and bulbs suggested itself for the best year-round effect.

The soil is basically sand with a little top-soil, quick-draining and not very fertile. Peat and bonemeal were

incorporated to improve texture and fertility. Each bed receives half a day's sun but in the summer some areas become very hot from light reflected by the surrounding glass. When a period of prolonged drought hampered the initial digging, the deputy headmaster unreeled a fire-hose inside the building, passed it through the window and turned on the tap.

A gardening club was formed and interested children dug out the beds and planted the shrubs under the guidance of teachers. Many who did the planting come from homes with little in the way of a garden, it must have been the first time they had planted anything.

There are no rules of formal membership. Boys and girls will appear enthusiastically for a few weeks and then disappear. But if a few of the 1,200 children have enjoyed helping or been encouraged to start gardening themselves, it is felt the project has been worthwhile.

To contrast with the straight lines of the paving and modern buildings, three curved beds of differing sizes were cut out of the grass. They were designed to incorporate three small, previously planted trees and four unsightly man-hole covers. One important consideration in choosing plants, apart from soil and labour, was that no display would be needed in August when the school is closed.

Little money was available from official sources. A small school contribution went into fertilizers and tools, and extra spades were borrowed for the early work. A staff member listed and priced as cheaply as possible, plants she thought would be necessary. Staff, pupils and parents subscribed anything from 20p for a few crocus bulbs to £6 for an acer. The local parks department provided a few surplus shrubs and a geography teacher sold raspberry canes specifically to buy a pampas grass. The plants were bought from nurseries and gardens such as Great Dixter and Kiftgate. A few were raised from seed or cutting.

Although it is still in its infancy, the garden has already enhanced its surroundings, a very visible reward for what has been a tremendous



Anthony Groves, Liam Welch and Darren Mabey in the Monks Hill High School, garden at South Croydon

corporate effort. When I saw it, a group of children, who now work unattended, were busy trimming up after the summer holidays while Mrs B. Whiteley, the moving spirit behind the venture, pointed out its various spin-offs.

Cut flowers are used by the home economics department for table setting and for decorating the school on open evenings. A geography class has tested the soil nutrients, the science department collect worms, the art department painted daffodils in the spring and it seems to be attracting birds and butterflies.

A plot of land is an elastic resource. It can be worked to suit the personal bent of the staff, the type of child and to make the best possible use of the site. While a glimpse of the satisfaction gained from growing things, practical skills of using tools and concepts of using plants as elements of design may be the first

benefits at Monks Hill Garden, elsewhere the aims and rewards will be quite different. Mr G. C. Gould, a school inspector who is also a life

member of the Royal Horticultural Society, remembers two outstanding examples of school gardening. Both were organized by staff who made a real effort to make sense of the sub-ject to their pupils.

The first was at the old Stanton-Hill Secondary School, Sutton-in-Ashfield, Nottingham, which had a reasonable sized plot and a master who was a keen gardener. His broad plan was that every pupil taking gardening should be able to take away his own rose bush. In his first year, he would select suitable buds and bud it. Then in the third and fourth years he would prune it into a mature shape, ready to move to his parents' garden.

At another school in Scotland (Inverurie) blessed with two acres of land, roughly half was devoted to strawberries and potatoes grown in rotation and the other half to growing flowers by different methods of propagation, seed, division, layers and cuttings. Because of the size of its garden, this school was able to

make use of a power cultivator. There were, besides, two large greenhouses, one cold, the other heated.

During the holidays, groups of pupils tended the garden for a day or, in the summer, a week at a time. Teachers too were scheduled for day and the school caretaker was involved in cultivating and watering the greenhouse plants at week-ends. Since the bulk of the strawberry and potato crops came to fruition in the summer, special provision was also made for gathering, weighing and selling. Children themselves had first choice, school workers had second choice and, if there were any over, they were sold commercially.

If gardening in school is done well, there is no doubt it is enjoyable and stimulating. Yet out of the thousands of schools he has visited, only two made a real impact.

Schools interested in developing a plot of land on experimental basis could contact The Education Office at Wisley RHS Garden, Ripley, Surrey, if they need advice.

Criticism is an attractive mode

Edward Neill on the republished work of an influential teacher of literature

Selected Essays in Criticism. By L. C. Knights. Cambridge University Press 20.00 and £6.50.

L. C. Knights's latest collection, so pessimistically priced, is criticism in an attractive mode, however demodé the collection by a former King Edward VII Professor at Cambridge may appear to the neophilic eye. After all, the attempt to discredit the creation of the last generation is more an enactment of the Freudian Primal Myth than a step in the direction of the Truth. It is one thing for the new rhetoricians to point out the palpable shortcomings and failings of our critical forebears. It is quite another for them deliberately to denature and misrepresent, and to make diminished actual representatives of previous critical thought into straw men to their "truth".

This collection gets off to a perilous start in discussing its own epigraph from Chaucer: "For out of olde felde, as men seyth, / Cometh all this new corn from yre to yere". New corn is a dangerous expression to use here, surely! In fact the essays are not new. Some are reprints from *Scrutiny*, one (a famous attack on Restoration Comedy as "gross, trivial and dull") as early as 1937. The corn is, of course, *inter alia*, the subjects of the essays, which nourish "us, whose lives, assumptions and possi-

bilities of effective action are so different from those subjects. The fields in question are those of Marlowe, Herbert, Donne, Jonson, Clarendon, Restoration Comedy, (early) Blake, Coleridge, Henry James, and general essays on "Poetry and Things hard for Thought" (a translation of Dante's *fatti cose a pensar*) and "Literature and the Teaching of Literature" from which we shall take, as readers, "energizing insights and modes of apprehension that (though it is not popular to say so) are the only effective means of radical social change."

In saying this he is reminding us, wily-nilly, that his book is an after-beat of *Scrutiny*, whose "peerless militancy", in Francis Mulhern's phrase, sneered at the manipulators of "external civilisation" in terms Knights himself explicates when he speaks of "wholesale planning for the future that, by ignoring the question of our speech and thereby the question of our relations with each other, can only mean a change of machinery, and a change in the personnel of the machine-tenders". This sounds, in fact, very like Leavis himself, and indeed not only some of his sentences have a highly Leavisite ring to them, but he often cites, opportunistically and cardinally, Leavis's *Scrutiny* collaborator, D. W. Harding. Yet Leavis himself is notably absent from his notes and references, and his quotation from Wordsworth's "Reply to Mathetes"

("... remarks may drop insensibly from him [the teacher] which shall wither in the mind of his pupil a generous sympathy" etc) might be construed as anti-Leavisite. I find this petty and irritating.

In his essay on Marlowe the thesis is, roughly speaking, that Marlowe never quite gets the better of his immaturity, and is suspended between an anarchic, fantasy plenitude of dominance and potency and an arbitrary crushing of that plenitude. Herbert's conflict, by contrast, is far from having a merely sectarian focus, or even merely the ostensible and limited theme of the temptation of a worldly, sophisticated and courtly life versus the obscurity and "rustication" of the personage. Knights claims, in moving from conflict towards integration and resolution, the mental fight the poems record "handle with honesty and insight questions that, in one form or another we all have to meet if we wish to come to terms with life."

This essay in particular is highly recommended, but in the case of Jonson the argument for one reader at least, though not in itself less adroit, fails to carry conviction, though I may in part be over-reacting to the information that Jonson invariably wrote out a prose paraphrase of the poem he was about to write, in accordance with the instructions of Camden, his Master at Westminster. A note on the "Social Background of Metaphysical Poetry" contrasts,

among other things, the paragon-like cultivation and many-sidedness of a Sir Henry Wotton ("a representative member of Donne's circle") and, cited by an article by D. W. Harding on his modern counterpart, the "responsible industrialist" (the relatively predictable discomfort of the latter, (and a 1938 letter at that). An essay on Donne points to a tendency to nihilism realized with such intensity that the poetic realization itself is tantamount to a defeat of it. Clarendon is compared with Trotsky.

Though our age is extremely antithetical to the ethos expressed by Emerson in his "history resolves itself very quickly into the biography of a few stout and earnest persons", Clarendon's subtle, slightly over-personalized mode of presentation holds up very well against Trotsky's equivocal "determinism". The well-known essay on Restoration Comedy makes some very damaging points. Snide, confused, remorseless in calm cynicism, it keeps trying to do the sort of thing the French do better - though one thinks here of Rochefoucauld, who had the wit to confine himself to epigrams, without complicating the issue with puppetry.

The essay on Blake confines itself to a consideration of a "remarkable group of eight songs" in Blake's "Poetical Sketches" (which were thus composed when Blake was 19), and concludes that "Blake uses a rapidly maturing poetic power in the service

of psychological exploration". (The claim is made good; one insight from "The wild winds weep" - "see how, in refusing life, human beings can so desperately maim themselves"). In the notes on Coleridge, he observes that for S.T.C. "the imagination is not a special faculty cultivated by poets and readers of poetry, it is simply life coming to consciousness", which is why, concluding his essay on Henry James, he says that "judgement of people - since one must judge as well as sympathize - is not a matter of applying ready-made categories".

The "things hard for thought" is partly war on positivism, on Freud's tacit assumption, for example, that "the only real truths are scientific truths", though I'm not quite sure what this could mean (the phrase is Ryle's). Certainly this book is full of science, and when the reader reaches the last essay, "Literature and the Teaching of Literature", which grapples among other things, with William James's "Ph.D. oculo" (the phrase was used in a 1903 lecture title) he realises that he has at least participated in a process which is therapeutic, heuristic, and humane, and, if a teacher, relates readily to what he might be trying to achieve in a classroom. Recent developments in what could be called criticism, whatever their merits, are often, in relation to that activity, which is crucial, intolerably arcane and demoralizing.

What really makes them wise?

Jenny Oldfield on four new books about women

The *McTaken Body: A Fresh Perspective on the Women's Movement*. By Jeannette Kuperman. Paladin £1.95. 0 586 08377 4.

Womanwise: Every Woman's Guide to Gynaecology. By Peter Saunders. Pan £1.75. 0 330 26374 9.

Unfinished Business: Pressure Points in the Lives of Women. By Maggie Scarf. Fontana £1.95. 0 00 636286 0.

Doing Feminist Research. Edited by Helen Roberts. Routledge and Kegan Paul £4.95. 0 7100 0772 8.

Books by women about women put us on a different planet from men. I set to remind myself that only one in five of organs differentiates us. Men don't, so far, have two heads and a computer where the heart used to be.

Jeannette Kuperman's book, *The McTaken Body*, wittily titled, might be a welcome relief. She is on the third wave of feminism who "want to reclaim their bodies". Disenchanted with Masters and Johnson, Ms Greer, Hite, Jong, Mrs Kuperman slashes the banalities of old-style women's lib: "The toolbox is never far away in such concepts as 'adequate stimulation', 'genital stimulation', 'other sexologists talk endlessly of vibrators (what did women do before the invention of the battery?)', 'pre-organic workshops' and the like". Margaret Mead is summoned to support the reinstatement of myth and symbol in a woman's concept of her own femininity. Women of the Hasidic community in London shave their heads, take ritual baths, accept their role even if it is on the periphery of life's major concerns, cleaning floors, she thinks, is preferable to sitting in traffic-jams.

The emphasis is on boundaries, defined roles, personal space. I'm afraid that if it's in the cosmological scheme of things that I should peel away like her "lovely happy ladies of Hackney", I'll put in a request for transfer. The style and unrealistic assumptions of this book make you flinch. Her well-adjusted, symbol-aware females have time for yoga, fashion magazines and dancing. "When all women dance there will be less depression." If pigs had wings.

Womanwise is written by man. As a guide to that set of reproductive organs mentioned earlier, it is detailed, no-nonsense and generally reassuring about cancer, hormones, uterine fibroids, a machine. No symbols here. There are graphic comparisons. Half a teaspoon of blood is lost each menstruation. We're a plumber's nightmare of tubes, funnels, thimble-shapes, pear- and almond-shaped bits. A turmoil of shrinking, shrivelling, expanding, churning passages. Information is presented in an accessible, skilful fashion; the mystique is removed for modern woman who is "aware and inquiring". We need to have this mechanistic information. But what is it really that makes a woman wise?

Maggie Scarf's *Unfinished Business* is a remarkable attempt to find out. Subtitled "Pressure Points in the Lives of Women", it has nothing to do with tubes bursting or plumbing going haywire. These are case-histories of women's depression; an attractive structure which follows through a group of women from teens to seventies, easy to dip into to explore your relevant age-group, with good headings. All interviews are reproduced with great detail and sensitivity. The journalist's style is controlled, occasionally rhetorical, packed with definitive statements, full of conviction. Maggie Scarf is utterly committed to the task of describing the "challenge" and "struggle" of coming to terms with the unfinished business; early unresolved conflicts, separation anxieties, loneliness, dependency.

It's astute, observant, compassionate. But is it right to take half a dozen case-histories and build massive theories? The women, even post-partum Laurie, are all educated, white, middle-class; yet working-class women are three times more likely to become depressed. And then we're back with the premise of conditioning. Women are taught to be dependent, attention-seeking seductresses, to invest all in emotional relationships. Therefore they fall into grief when they fail. It's simplistic, unfair, I hear men claim, to assume that intimacy, a need for security, vulnerability are female prerogatives. It isn't a computer in there, clocking up career success and power symbols.

Unfinished Business brings female depression into the open, explains the chemical state of the brain, drug treatments with Elavil and Tofranil, love-horror of the infant and other essential information. Finishing the business is its aim: to learn "the capacity to be by oneself, and to tolerate that aloneness well." To survive through self-knowledge. There's even a check-list of depressive symptoms. Doctors' waiting-rooms will creak at the seams.

Doing Feminist Research confronts the issue of women writing about women. Being feminist affects the research process, the well-qualified contributors assert. Ann Oakley says that it's impossible to adopt male-orientated methods of interviewing because such questions are loaded towards the male view of social reality. For instance, an interviewee is supposed not to ask back, has a narrow function of providing data and the information they provide is only valuable statistically. Yet feminist researchers aim to validate women's subjective experience.

It's amazing how blinkered we become. Women hold the right to suffer. Women sociologists discuss how to set up rapport with interviewees. Trust may not be established with little questions about the weather, family and pets as they used to think (Claire Seltis, 1965), but a paradigm based on dining coffee, allowing questions of personal interest and subjective response (Oakley, 1981), may only be apparently less artificial. As Ann Oakley admits, "Interviewees are people with considerable potential for sabotaging the attempt to research them."

With unarguable point, Dale Spender's contribution shows that the gatekeepers to academic publishing, editors and publishers, are traditionally male, forming a sieve through which many feminist writers fall to drop. Vested interest rears its head. Helen Roberts tussles with the contradiction between value-free methodology and the feminist researcher's commitment to "insist upon the experience and the very existence of women". Vigorous methods are necessary to maintain the status of sociology, but not the inadequate "scientific" set of rules of the men. They should perhaps, take one or two leaves from Maggie Scarf's book.

Land of the bear

Penny Turnbull

Russia Perceived. A Trans-Siberian Journey. By Elizabeth Pond. Gollancz £9.95. 0 575 02936 3.

Elizabeth Pond's book is far more than a mere report of a journey across the Soviet Union. The account of the voyage itself, with descriptions of landscape and brief excursions into the history of towns en route, provides a framework around which the author constructs the main part of the work, a penetrating analysis of contemporary Soviet society.

Major social and political issues are dealt with in turn. In her discussion of the Russian intelligentsia Ms Pond seeks primarily to demonstrate the heterogeneous nature of the category, revealing several distinct groups - the technocrats, humanists and careerists who largely operate within the system, and the dissidents who try to oppose it. The author proceeds to investigate the economy and analyse the nature of its dynamism, leading her to pose a crucial question - in an ideologically fixed state how far can the "irresistible" force of a changing industrial society lead to changes in economic policy? Despite some interesting examples of pragmatism on the part of the Soviet authorities, Ms Pond concludes that the ideological model remains firm

and that "despite Karl Marx, it is politics, not economics, that reigns in the Soviet Union". The field of analysis broadens as the author reviews the precarious balance of power between the USA and the USSR, and looks at the current state of the arms race. The spotlight now falls upon successive leaders. Stalin's "reign of terror", Khrushchev's deliberate de-Stalinization and emphasis upon individual participation and responsibility, and finally Brezhnev's reversal of policy, replacing the idea of "trust in the masses" with that of "rule of the masses".

The organization of material and structure of argument is particularly skilful. The author moves freely between abstract theory, concrete detail, and a more personal level of comment and analysis, with no real loss of coherence. By juxtaposing the differing interpretations of Soviet activities offered by western political theorists, Ms Pond nudges us toward the search for reality rather than absolute truth, and she herself hesitates to draw any firm conclusions.

A clear-sighted and stimulating critique of the Soviet Union, Ms Pond's book is particularly useful in encouraging a reassessment of the all too often simplistic image of Russia propagated by the West.

Grey, green and gold

The Flowering of Ireland: saints, scholars and kings. By Katharine Scherman. Gollancz £8.50. 0 575 03010 0.

Katharine Scherman, like many another, has fallen in love with Ireland's past, with its solid grey, green and gold remnants as well as the literary excitements. Skellig Michael, incredible monastic fragment clinging to an Atlantic rock, starts her exuberant retelling of the saga of saintly Ireland, heroically defending Christian civilization against the onslaught of the Dark Ages. She rambles joyfully and uncritically among myths, legends and hagiographies, evoking in purplish tones the splendours behind the remote,

ruins that once housed scholarship and genius. Cuchulain and Patrick, Deirdre and Brigid, Milesians and Celts; the entwined stories emphasize the intimate relationships linking Christian flowering and pagan roots.

Ms Scherman's careful sympathy for her Irish sources falters as she crosses the Irish Sea. She resents (and sometimes confuses) Britons and Anglo-Saxons. Vigorous enthusiasm generates inevitable lack of balance, most evident in the climactic award of appreciation of the marvelous Book of Kells as epitomising both Celtic achievement and cultural confluence.

Tom Corfe

'A whale on the beach'

by D. J. Hart

Saving the Whale. Friends of the Earth, 54-57, Allison Street, Digbeth, Birmingham 5. £3.50, including postage and packing.

Your pupils' shoes can be the starting point for a project on whales based on a first-rate new teaching pack, *Saving the Whale*, produced by Birmingham Friends of the Earth. The pack has been sponsored by Clarks Limited, the largest shoe manufacturer in Britain and a company that has enforced a total ban on the use of whale oil by the hundred or so tanneries scattered all over the world that supply it with prepared leather.

While both sponsor and publisher, leave no doubt as to where they stand, the pack is primarily a thorough set of informative booklets and eight wall charts. Short of printing a statement on behalf of the Japanese government as to why it was the only country to vote against the recent International Whaling Conference ban on the killing of sperm whales, author Nigel Dudley lets the facts and the participants speak for themselves.

Even in respect of Japan you can see how the question of survival becomes, albeit by a relentless and uncaring logic, a question of commercial profit. Mr Dudley reproduces

more than once an old Japanese saying: "A whale on the beach means wealth for seven villages".

The pack shows how alternative organic and synthetic products have been developed and can be developed further so that no more whales will have to be killed. Much progress has been made, but the stocks of many species, not least the largest of all, the Blue Whale, are so low that they may not recover to reproduce themselves fast enough.

The biological notes are excellent, as are those on the history and techniques of whaling and the wider consequences for life in the oceans. When entire food chains are upset with what consequences nobody knows.

Commendably widening the scope of the subject the pack quotes from literary sources, but weakens the usefulness of this by omitting most dates. On classroom group work it is stronger and more original, suggesting ways in which, for instance, children can breathe, hold their breath, "talk" and hear like whales. On identification and comparison of all types of whale, including the dolphins and porpoises, the material is clearly and attractively presented.

The pack also suggests that a project on whales leads naturally to concern with all aspects of conservation, and to this end the teacher's notes provide a useful introduction.

Canada's art on show

Nineteen oil paintings depicting Canada's history will be on show to school parties in Ontario House in London from October 7 to 30. Details have been sent to heads of history in the GLC area.

The paintings usually hang in the head office of Confederation Life Insurance in Toronto. One of the most striking works shows the 37 Fathers of the Confederation at the meeting in 1864 at which they agreed to unite Britain's North American provinces in the new Dominion of Canada.

Another shows the 16 delegates they sent to London to discuss their All the Governors-General and the Prime Ministers of the following hundred years are shown in two others.

The earliest scene included is of the Cabot brothers landing on Cape Breton Island in 1497 after a two-month voyage from Bristol. They are unfurling the flag of St George to take possession of the country in the name of Henry VII.

Canada's technology is covered too. There are paintings of the opening of the Welland Canal to link the Great Lakes in 1829 and of the first railway shown in 1833. Another painting shows Sandford Fleming giving his famous address to the Canadian Institute, Toronto, in 1879 on the need for a Universal Standard Time.

Return of the crayfish

by David A Alexander

Reproduction in the Crayfish by J. A. Dawes. 12-frame filmstrip with notes. Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BJ. £4.95 plus VAT.

Thirty years ago the European Crayfish was a type animal in most syllabuses for sixth formers. This crustacean was, however, difficult to keep alive in schools since it required cold, well-aerated hard water if it was to survive for long. Since its deletion from the syllabuses, large crustacea have been rather neglected by teachers, but during the last few years some interesting species have been imported from the USA for the pet trade.

One of these is the Louisiana Red. 250 More Things to Send Off For (Beaver Books, 90p) is an expanded version of Elizabeth Gundry's paperback listing free or inexpensive items that can be obtained through the post. First published three years ago, it has been used not only by children but also by teachers, as a guide to useful resource material.

Nearly all the items listed can be bought for around £1, though some cost more and others are free. The range of topics included is wide, including hobbies such as birdwatching, vintage cars, pets and stamps and also crafts such as tissue paper flower making, pottery, and sewing. There are also some novelties such as making a peepshow.

There is a short description of each topic, and background information on organisations like the Friends of the Earth and the British Computer Information Service. The material is varied, extending beyond posters, charts, booklets and badges.

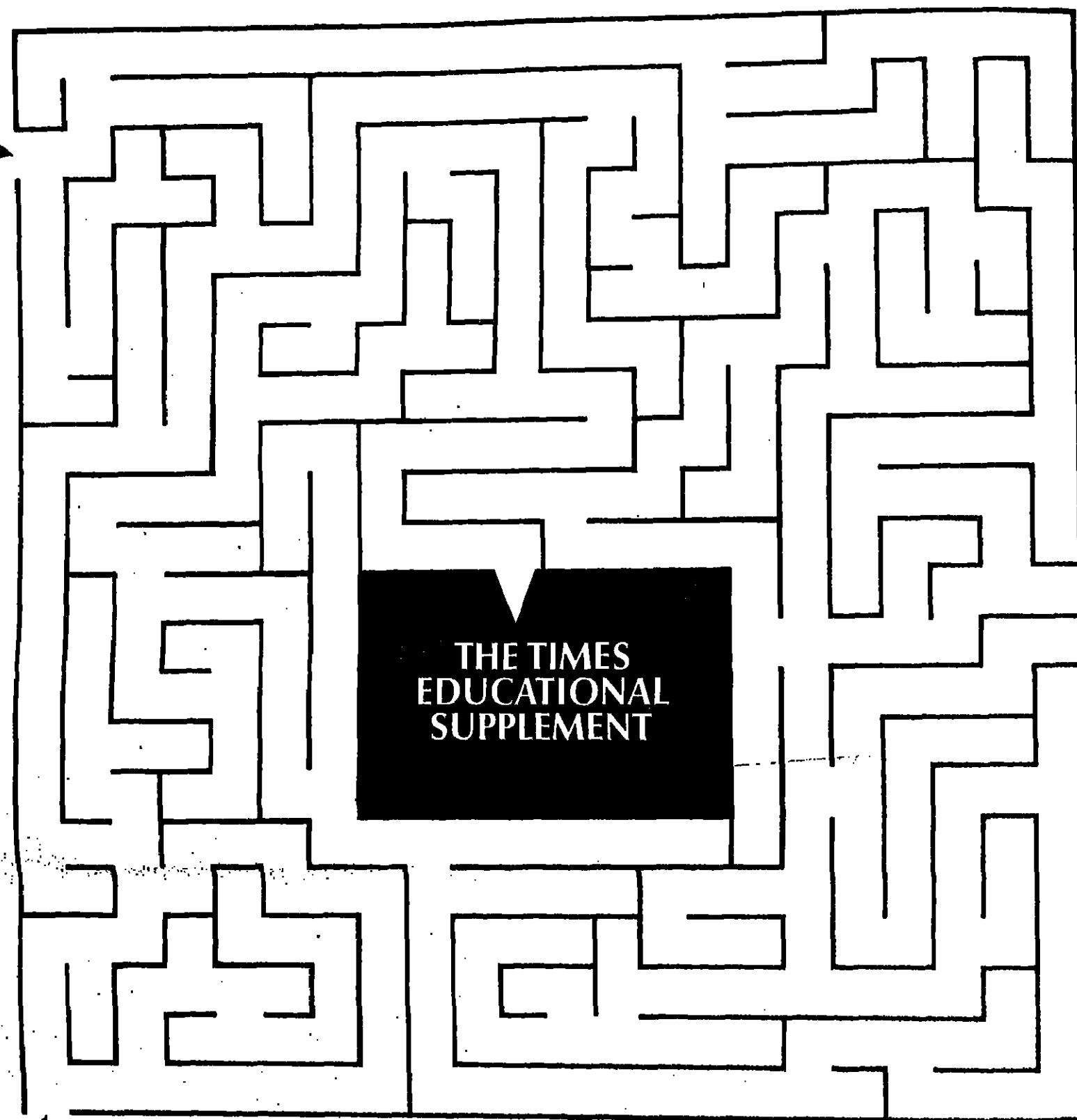
In her brief introduction, Ms Gundry gives clear instructions on how to set about writing off for items. You should state exactly what you want and pay only by postal order or cheque, not cash. There are frequent reminders throughout the book on the need for clear addresses.

The tone is chatty but informative and many of the items are illustrated by line drawings. At the end there is an index of types of item, suppliers and addresses for further information and specialist products.

on organisations like the Friends of the Earth and the British Computer Information Service. The material is varied, extending beyond posters, charts, booklets and badges.

In her brief introduction, Ms Gundry gives clear instructions on how to set about writing off for items. You should state exactly what you want and pay only by postal order or cheque, not cash. There are frequent reminders throughout the book on the need for clear addresses.

The tone is chatty but informative and many of the items are illustrated by line drawings. At the end there is an index of types of item, suppliers and addresses for further information and specialist products.



TAKE A SHORT CUT TO THE TES EVERY WEEK

You can have The Times Educational Supplement delivered to you by post every week by becoming a regular subscriber. As a special offer for new subscribers* we're offering a rate of £27.50 for a full year's subscription; and it's delivered to your door every week. Simply complete the coupon opposite and mail it to us and our computerised subscription department will process your order immediately.

*Offer applies to new subscribers in the UK only.

THE TIMES
Educational Supplement

Please send me The Times Educational Supplement for (Tick one)

☐ 6 months £13.75 ☐ 12 months £27.50

Please print

NAME

ADDRESS

SIGNATURE

DATE

Please return this coupon together with your cheque for the correct amount to Times Newspapers Limited, Supplements Subscription Manager, Oakfield House, 35 Perry Mount Road, Haywards Heath, West Sussex RH16 3DH

Overseas subscribers should write for information to the address above

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	41	Technical Studies	44	Sixth Form and Tertiary Colleges	54	Pastoral	57	Community Homes and Associated Institutes	61	English as a Foreign Language	66
Deputy Headships Senior Masters/Mistresses	41	Other than by Subjects	44	Scale 1 Posts	54	Physical Education	57	Other Appointments	61	Appointments wanted	66
Other Appointments	41					Religious Education	58			Educational Courses	66
		Secondary Education				Science	58			Awards and Scholarships	66
Primary Education		Headships	44	Special Education	55	Speech and Drama	58	Youth and Community Service	61	Personal Announcements	66
Headships	41	Deputy Headships Senior Masters/Mistresses	44	Headships	55	Technical Studies	58			For Sale and Wanted	66
Deputy Headships Senior Masters/Mistresses	42	Remedial Posts	45	Deputy Headships Senior Masters/Mistresses	54	Other than by Subjects	58	Overseas Appointments	62	Holidays and Accommodation	66
Scale 2 Posts	42	Art and Design	45	Scale 2 Posts	55	Preparatory Schools	58			Partnerships	66
Scale 1 Posts	43	Carriers	45	Scale 1 Posts	55	Headships	58	Administration Local Education Authority	63	Properties for Sale and Wanted	66
		Computer Studies	46	Appointments in Scotland	56	Mathematics	58				
		English	46			Modern Languages	58	Administration General	65		
		Geography	46	Independent Schools		Music	58				
		History	47	Headships	57	Other than by Subjects	58	Education Psychologists	65		
		Home Economics	48	Deputy Headships Senior Masters/Mistresses	57			Examiners	65		
		Humanities	48	Art and Design	57	Colleges of Further Education		Miscellaneous	65		
		Mathematics	48	Commercial Subjects	57	Heads of Department	58	Outdoor Education	66		
		Modern Languages	50	Computer Studies	57	Other Appointments	59				
		Music	51	English	57						
		Pastoral	51	Geography	57	Universities Appointments	61				
		Physical Education	51	History	57						
		Religious Education	52	Home Economics	57						
		Science	52	Mathematics	57						
		Speech and Drama	53	Modern Languages	57						
		Technical Studies	53	Music	57						
		Other than by Subjects	54								

Nursery Education

Deputy Headships
Second Masters/
Mistresses

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
GRACE OWEN NURSERY
SCHOOL
House 40w, Sheffield, S2 5SR
Required for January 1982
Group 2 Deputy Headteacher
Application forms and further
details, if available, are obtain-
able from the Chief Education
Officer, Teachers' Division, PO
Box 67, Leopold Street, Shef-
field, S1 1RS, to whom they
should be returned by 31st Octo-
ber. (30485) 100012

Other Appointments

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
FIELDING FIRST SCHOOL
Linton Road, Ealing W5 7TE
Required for January 1982
Nursery Teacher for this new 50
place nursery class. Scale 5 post
available for suitably qualified
and experienced applicant.
Application forms and further
details, if available, are obtain-
able from the Chief Education
Officer, Teachers' Division, PO
Box 67, Leopold Street, Shef-
field, S1 1RS, to whom they
should be returned by 31st Octo-
ber. (30485) 100012

BRENT

LONDON BOROUGH OF BRENT
EDUCATION SERVICE
SINAT PRIMARY SCHOOL
Blackwarp Drive, The Mill,
Kenton, Middx
Required for January 1982
Nursery Teacher (Scale 2).
This new school requires an ex-
perienced Nursery Teacher to
take responsibility for the
Nursery Unit (30 places).
Preliminary tests welcomed.
Telephone Mr J. Dand, 01-204
1540 for appointment.
Application forms (scale avail-
able) from Mr J. Mandelstam,
TAAI, Honorary Correspondent,
Sinat Primary School, 4th Floor,
Woburn House, Upper Woburn
Road, London N1 1JN.
As possible, returnable as soon
as possible. 100026

WALTHAM FOREST

LONDON BOROUGH OF
WALTHAM FOREST
EDUCATION SERVICE
The Borough is within easy reach
of Central London and is
bordered by Epping Forest.
ST JOSEPH'S R.C. INFANTS
SCHOOL
Waltham Lane, London E19
HEAD TEACHER: Mrs. J.
Cuthbert
Required for January 1982. An
enthusiastic and suitably
qualified/experienced Nursery
Teacher is required. Preference
given to Catholics. Applicants
are invited to submit
their views on Nursery
Education.
BURNHAM SCALE 5 plus Out-
er London Allowance is available
for a suitable and ex-
perienced applicant.
Application forms (please en-
close a.s.e.) obtainable from and
returnable to the Chief Education
Officer, London Borough of
Waltham Forest, Municipal
Offices, High Road, Leyton, Lon-
don E15 4JF. Closing date 16th October
1981. (25537) 100056

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise exempted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.



SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £213 p.a.
THROUGHOUT THE COUNTY
• Generous relocation expenses in approved cases.
• Complete "Surrey Vacancy List" available on request.
• Assistance with Temporary Housing may be available

HEADSHIPS

Audley County First, Caterham

HEAD TEACHER required from the commencement of the Summer Term 1982 for this Group 3 First School for pupils aged 5-8 years. Estimated N.O.R. (January 1982) 125.
Salary scale £2,940-£3,864 p.a.
Application form and further details available (a.s.e. please) from County Education Officer (TPIPEB), County Hall, Kingston-upon-Thames, Surrey.
Completed applications should be returned not later than 18 October 1981. Re-advertisement: all applications considered together.

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
COMPTON FIRST SCHOOL
Compton Close, Cavendish
Avenue, Ealing, London W15
Q10
Required as soon as possible, a
Nursery Teacher for this new, 20
place Nursery Class.
Application forms from Head-
teacher (SAS) to be returned as
soon as possible.
Education expenses may be
payable.
Application Allowance 100026
(25777)

WALTHAM FOREST

LONDON BOROUGH OF
WALTHAM FOREST
EDUCATION SERVICE
The Borough is within easy reach
of Central London and is
bordered by Epping Forest.
ST JOSEPH'S R.C. INFANTS
SCHOOL
Waltham Lane, London E19
HEAD TEACHER: Mrs. J.
Cuthbert
Required for January 1982. An
enthusiastic and suitably
qualified/experienced Nursery
Teacher is required. Preference
given to Catholics. Applicants
are invited to submit
their views on Nursery
Education.

REQUIRED FOR JANUARY 1982

POSSIBLE: An enthusiastic and suitably qualified/experienced Nursery Teacher is required. Preference given to Catholics. Applicants are invited to submit their views on Nursery Education.

BURNHAM SCALE 5 plus Out-er London Allowance for suitable and experienced applicant. Application forms (please enclose a.s.e.) obtainable from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 4JF. Closing date 16th October 1981. (25537) 100056

Primary School Education

Headships

BERKSHIRE

HOLY TRINITY C.E. (Aided) PRIMARY SCHOOL, Church Road, Northwile, Berks N.O.R. 185
Required January 1982. HEAD TEACHER of this Group 4 Aided school. A committed member of the Church of England is preferred and non-resident terms may be obtained from the Department of Education, Staffing Section (Ref. PNC). White Hall, Sharncliffe Park, Reading RG2 9JX, and should be returned to the Chair-
man of the Governors, The Vicarage, Parkside Road, Sunningdale, Berks RG5 2JN. Closing date 18.10.81. (25225) 110010

BERKSHIRE

ST JOHN'S C.E. PRIMARY SCHOOL (Aided), Church Road, RG1 3JN N.O.R. 200 plus 30 places in RE-ADVERTISEMENT
Required April 1982 or January 1983. HEAD TEACHER (Group 4) Application form and further details from the Head, J.C. McKechnie, St. John's C.E. School, Church Road, Reading RG1 3JN. Closing date 15 October, 1981. (25253)

HEADSHIPS

Applications are invited from suitably qualified and experienced Teachers for the Headships of these schools. The successful candidates will be expected to take up their post by April 1982.

Basildon & Brentwood Area

Merrylands County Infant School (Group 4)
Railway Approach, Laindon, Basildon, SS16 8JA
Closing date: 23rd October, 1981
Northlands County Junior School (Group 6)
Whitford Road, Pitsea, Basildon SS13 3JQ
Closing date: 23rd October, 1981.

RE-ADVERTISEMENT

Castle Point & Rochford Area

Thundersley County Junior School (Group 6)
Hart Road, Thurndelley, Basildon, Essex.
Closing date: 18th October, 1981.
Application forms and further details available from
Hoolcap s.a.s. required County Education Officer,
Threedeeds House, Market Road,
Chelmsford, Essex.
TES11/80/10



SHIRE
UNCL
TS DIVISION
PAY SCHOOL
Roydon, Haris.
oup 7
are invited for the
pointment for the
summer Term 1982.
of ENGLISH, Scie
English to mixed abili
11 to 15 year olds,
will be some work
year olds.
plication, together
of two interviews to
aster, as soon as
581 122428

COMMITTEE
RR MIDDLE
ive, Welland.
Mrs E. M. Harland
1st January, 1982.
EASTERN NORTH
out the age range of
forms are available
a s.s.o. from the
Education, Education
Chase North
should be returned
teacher within two
appearance of the
(25942) 122422

**ONCIL
DEPARTMENT
BARGE MIDDLE**

**op. Rochester
NEEDLEWORK** re-
January 1982. Ap-
also be expected to
subjects including En-
of standard. Scale 2
to suitable candi-

Headmaster at the
123020

S

osts and above

OMAN CATHOLIC
LE SCHOOL

January 1981. HIS-
site for the post of
FOR of HUMANI-
21. Experience of
graphy an advantage
[illegible]
[illegible] further details
[illegible] (headmaster at
[illegible] planner) to whom
[illegible] returned. (25813)
123220

KEY
UNCIL

13 p.m.

8805
on request
available

er as soon as
chool for pupils
(982) 248.

TEST:00:00

HOOL

may be
r details
Hadley
ing WS
of the
YES12/00/10

53

ES

and
ant
ion

l a
ew
ent
nd
DT
ro-
im
ed
sm

s.)
ca-
on
DB
er
rt
18

at
ness-
self-
d of
to
aff,
the
ross
itu-
ari-
ood
lug-
in-
ool
pils
lea-
een
is
isa-
and
ved
ter.
de-
418

1000

.....

100

• • • • •



VSO is a very different sort of charity. We believe in fighting poverty, not with handouts, but with people... helping communities gain the skills they need to fight back against poverty, disease and malnutrition. Below are a few of the many requests from developing countries for trained and untrained teachers which we hope to satisfy in January 1982.

PHYSICAL SCIENCE/MATHEMATICS
Several posts in secondary schools in Papua New Guinea, Kenya, and The Maldives, and The Pacific.

HOME ECONOMICS
... in Kenya, Sri Lanka, The Maldives, Ghana and Papua New Guinea.

ENGLISH
Secondary school teachers, preferably trained, for Kenya, Papua New Guinea and Sarawak. Also an experienced teacher for a post involving in-service courses in Indonesia.

Terms of service
Two years of posting, local pay, but we provide fares, accommodation and National Insurance (Class 3) Superannuation whilst overseas. Applications welcomed from married couples as long as both have relevant skills and no dependent children.

Details of some of these posts are given in the classified sections of this newspaper. For full list of job descriptions for January and September 1982, posts simply send the coupon below to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW or contact VSO on 01-236 5191.

Name _____ Quals/experience _____
Address _____
Job interest _____

**MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY
SENIOR EDUCATION PSYCHOLOGIST AND
EDUCATIONAL PSYCHOLOGISTS (TWO POSTS)
IN GERMANY**

The Ministry of Defence invited applications for the following posts which are vacant from January 1982; applicants available from April 1982 will be considered:

SENIOR EDUCATIONAL PSYCHOLOGIST
This appointment is based at HQ BAOR, Rheindahlen. The SEP is responsible to the Director through the Deputy Director for the organisation, maintenance and development of the School Psychological Service Children's Schools (North West Europe). This organisation covers about 100 schools mainly in Germany. Applicants should be appropriately qualified with experience at a senior level. The Schools Psychological Service administers 4 Child Guidance Centres and works closely with Army Medical Services and other welfare agencies.

EDUCATIONAL PSYCHOLOGIST (TWO POSTS)
The successful candidates will join a team comprising 3 other Area Educational Psychologists and a Senior Educational Psychologist, who together serve a school population of 25,000 children aged 4+ to 18. The Area Educational Psychologist is responsible for the administration of a Child Guidance Centre who staff include a Senior Social Worker, a Senior Speech Therapist and two clerks. He/She also has close links with Army Medical Specialists, especially the psychiatrist and paediatrician. Applicants will normally have an honours degree in psychology, teaching experience, post graduate training in educational psychology and at least two years experience. A self-drive car is provided and a current driving licence is essential.

SUPERANNUATION
The appointments are superannuable under the Principal Civil Service Pension Scheme which is a non-contributory. Transfer arrangements between this and most other superannuation schemes exist. **SALARY:** The salary scale for the SEP post is the Headteacher (Group 9) scale; for the Educational Psychologist post the Soubury Scale applies. Both salary scales are based by 4% to take account of the non-contributory superannuation scheme. In addition the Abolished London Allowance of £728 is payable. **FOREIGN SERVICE ALLOWANCE:** tax free allowance is payable. **ACCOMMODATION:** tax free allowance is payable. **DURATION OF ENGAGEMENT:** initially for 3 years, renewable by mutual consent. All applicants should be normally resident in UK.

Requests for an application form and further details about these posts should be made to:
Ministry of Defence, CM8141,
Room 343 Lagoon House,
Theobalds Road,
London WC1X 8RY.

or by telephone on 01-430 8867

The closing date for completed forms is 18th October.



ADMINISTRATION L.E.A.

continued

SURREY

PRINCIPAL OFFICER (SCHOOLS)

This is a key post in the senior management structure of the Education Department of the County of Surrey. The post holder will be responsible for the day-to-day administration of the County Education Officer's Office, and for the day-to-day administration of the County Education Officer's Office, and for the day-to-day administration of the County Education Officer's Office.

Applicants should have substantial administrative experience, preferably in education, and are likely to possess a degree-level qualification. Teaching experience would be an advantage. The successful candidate will be required to undertake a variety of administrative tasks, including the management of the County Education Officer's Office, and for the day-to-day administration of the County Education Officer's Office.

The salary will be from £12,297 - £13,432 p.a.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

**Social Services
Deputy Officer-in-Charge**

**Erldge House Day Nursery,
Fulham Park Road, Fulham SW6**

This is a 42-place nursery in the Fulham area, situated near the tube station. We are looking for a man or woman with good experience and appropriate qualifications to assist in the day-to-day management of the nursery. The Deputy will need flexibility, initiative and creativity to work effectively with parents and their children in a day care setting.

Salary: £6800-£7876 per annum plus £216 London Weighting.
40-hour, five-day week, excluding staff break times.
If you would like to visit the nursery, please phone Mrs. Mollitt (Officer-in-Charge) on 01-736 2881.

To find out more, please telephone Barbara French on 01-741 1077 ext. 208 and/or obtain your application form from Staff Section, London Borough of Hammersmith & Fulham, Vancourt House, 265 King Street, London W6 8LU.

Tel: 01-741 1677 ext. 232.

**Leisure & Recreation
Instructor - Lillie Road
Fitness Centre**

£8867-£2248 p.a. Inc.

Lillie Road Fitness Centre is a purpose-built building comprising of a gymnasium/weight training room and a multi-purpose activities room.

The person appointed will assist the Instructor-in-Charge in the management of the Centre and act in his absence. He/she will be specifically responsible for the programme of sports activities, which include aerobics, kick box, yoga, dance and junior gymnastics.

Applicants should be able to conduct classes in ladies keep fit. Experience in coaching any of the other activities would be an advantage. This position would not be suitable for a registered disabled person.

38-hour week to include cover at alternate weekends. Enhanced payments will be paid for weekend duties. Application forms available from PPO (Employment), London Borough of Hammersmith & Fulham, Town Hall Extension, King Street, London W6. Tel: 01-741 0804 (24-hour answering service), quoting ref: RASF.6.

Closing date: 18th October 1981.

Applications welcomed from registered disabled people unless otherwise indicated.

Hammersmith & Fulham

76548/00/00

**MACHABENG (INTERNATIONAL)
HIGH SCHOOL
MASERU, LESOTHO**

Requires, for January

Qualified Teachers of Languages (German and French), English and General Subjects to teach their respective subjects up to 'O' and 'A' Levels in this expanding International Day School (30 nationalities) of some 250 pupils, in the capital of Lesotho.

Contract: 2 years, renewable. Benefits include: Air Fares; Baggage Allowance; subsidised housing; Medical cover; 25% Terminal Gratuity (tax-free); Salary: in the range R7000.00 to R12000.00 p.a. depending upon qualifications and experience.

Applications, plus photograph, full Curriculum Vitae and references to:
The Headmaster, Machabeng High School, P.O. Box 1670, Maseru 100, Lesotho, to arrive no later than 15th Oct 1981.

**NORTH YORKSHIRE
COUNTY COUNCIL
SCHOOLS**

DEPUTY COUNTY CAREERS OFFICER
£15,991 - £29,993.
The present holder of this post has been appointed to a similar post in a much larger County. Her replacement should possess sound and varied professional experience and have a proven ability to undertake a wide range of responsibilities at a senior level in a local authority.

Applicants should be experienced in the field of careers and be able to undertake a wide range of responsibilities at a senior level in a local authority. The post will be particularly suitable for a person with a degree-level qualification in education, and who has experience in the field of careers and be able to undertake a wide range of responsibilities at a senior level in a local authority.

Applicants should be experienced in the field of careers and be able to undertake a wide range of responsibilities at a senior level in a local authority. The post will be particularly suitable for a person with a degree-level qualification in education, and who has experience in the field of careers and be able to undertake a wide range of responsibilities at a senior level in a local authority.

The salary will be from £12,297 - £13,432 p.a.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

**DISTRICT CAREERS
OFFICER:
HAYES CAREERS OFFICE**

Salary AP5 £7854-£8358 p.a. (Inclusive)

Required to join the Hayes Careers Office, leading a team of 3 Careers Officers and 3 support staff and to have a minimum of 3 years' experience in a careers office, preferably in a local authority.

The successful applicant must be professionally qualified with a minimum of 2 years' post-graduate experience in a careers office, and have a proven ability to undertake a wide range of responsibilities at a senior level in a local authority.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

**Sheffield Education Department
ASSISTANT
EDUCATION OFFICER**

(Continuing Education Establishments Branch)

PII - £12,890-£13,884

This fourth tier post carries functional responsibility for the major divisions, College and General Further Education, Community Education (Adult and Youth), and Adult and Youth, together with responsibility for Committee work.

Previous experience at a senior level is required, plus an Education Department, plus an appropriate qualification.

It is the policy of the Sheffield City Council to provide equal employment opportunities and promotion will be given to suitably experienced and qualified applicants regardless of sex or race.

Application forms and further details may be obtained from the Chief Education Officer, (Tel: 0114 277000) Education Department, Leopold Street, Sheffield S1 1LE to whom they should be returned within 14 days of the appearance of this advertisement.

76548/00/00

**BUCKINGHAMSHIRE COUNTY COUNCIL
Re-Advertisement**

**Principal
Administrative Officer
(General Services)**

PO1 (£8991-£9993)

Applications are invited from persons with substantial local government experience, preferably within the Education Department, for this important post in the Education Department, County Hall, Aylesbury. Previous applicants will be reconsidered at short notice.

The postholder will be the principal assistant to the Senior Administrative Officer (General Services) and will be responsible for the day-to-day administration of the Education Department, County Hall, Aylesbury. Previous applicants will be reconsidered at short notice.

100% removal expenses, including allowance and assistance with legal expenses payable in approved cases. Further details and application forms from the Chief Education Officer, (Tel: 01295 211111) Education Department, County Hall, Aylesbury, to whom they should be returned within 14 days of the appearance of this advertisement.

76548/00/00

300000

300000

**DESIGN
EDUCATION**

Exciting changes are taking place in secondary education and design is assuming a significant role in the school curriculum as part of the general education of all children.

The Design Council, a Government sponsored body set up to promote the improvement of design in British industry, is at the forefront of these developments and therefore wishes to appoint another secondary education officer.

Specific responsibilities include advising on the technical and educational aspects of a schools design prize scheme, which is run in conjunction with industry, developing design teaching material for use in secondary schools, formulating the editorial content of the Council's proposed secondary schools publications and strengthening the Council's links with schools.

Applicants should have experience of teaching design in secondary schools. Experience in industry would be an asset but is not essential. Applicants, wishing to take on aspects of the work on a part time basis will be considered.

The starting salary will be on the scale CB.483 - £10,200 p.a. according to qualifications and experience. There are 5 weeks' holiday, flexible working hours and an excellent non-contributory pension scheme.

For further information and an application form please contact Carol Bayley, The Design Council, 28 Haymarket, London SW1Y 4SU.

Telephone 01-839 8000 ext. 35.

76548/00/00

300000

**Education Inspector
- Special Education**

£13506 - £14831 pa

Southern Headteacher Group 9

Required a qualified man or woman with successful and relevant teaching experience at a senior level for appointment to the County Advisory and Inspection Service. An expansion of the Service makes the post available for an Inspector of Special Education (including work in ordinary schools with children with special needs). This post offers stimulating opportunities for candidates of imagination and initiative, with enthusiasm for modern educational development and high standards. The successful candidate will be attached to a District Team and will also be responsible for general advisory and inspection work in their specialism in a wider area of the County. An essential user car allowance is payable.

Relocation expenses will be granted in appropriate cases. Please note previous applicants need not re-apply.

Application forms and further details (S.A.E. Please are available from the Director of Education (Ref. A12) at County Hall, Closing date 16 October 1981. Please quote ref 145.

76548/00/00

300000

**Nottinghamshire
County Council
County Hall, West Bridgford
Nottingham NG2 1OP**

76548/00/00

300000

**Sheffield Education Department
Careers Service, AUEW House, Furnival Gate, Sheffield 1**

SPECIALIST CAREERS OFFICER

£8501-£7137

A qualified and preferably experienced Careers Officer is required with a good knowledge of industry and commerce, to work mainly on behalf of unemployed young people. There will be considerable involvement with provision under the Youth Opportunities Programme, including progress monitoring and employer liaison.

The successful applicant will manage a team currently comprising four other Careers Officers and four employment assistants. The duration of employment is subject to periodic review depending on funding arrangements of the Department of Employment.

Application forms and further details may be obtained from the Chief Education Officer, (Tel: 0114 277000) Education Department, Leopold Street, Sheffield S1 1LE to whom they should be returned within 14 days of the appearance of this advertisement.

76548/00/00

300000

**TEMPORARY CAREERS
OFFICER**

£8501-£7137

The duties will include the normal range of careers officer work with pupils, students, unemployed young people, employers and parents/traditional. Candidates must be qualified careers officers.

It is the policy of the Sheffield City Council to provide equal employment opportunities and promotion will be given to suitably experienced and qualified applicants regardless of sex or race.

Application forms and further details may be obtained from the Chief Education Officer, (Tel: 0114 277000) Education Department, Leopold Street, Sheffield S1 1LE to whom they should be returned within 14 days of the appearance of this advertisement.

76548/00/00

300000

**Administration
General**

**LEICESTERSHIRE
DEPUTY MANAGER
CARE FOR THE MENTALLY
HANDICAPPED**

The Leicestershire County Council is seeking a Deputy Manager to take over the day-to-day management of the County Council's care for the mentally handicapped service. The successful candidate will be responsible for the day-to-day management of the service, and for the day-to-day management of the service.

Applicants should be experienced in the field of care for the mentally handicapped, and have a proven ability to undertake a wide range of responsibilities at a senior level in a local authority.

The salary will be from £12,297 - £13,432 p.a.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

**Education
Psychologists**

**HERTFORDSHIRE
THE SOCIETY
MILBURN MANOR SCHOOL
EDUCATIONAL PSYCHOLOGIST**

Required for January 1982 a full-time Educational Psychologist to work in the day-to-day management of the school's educational services. The successful candidate will be responsible for the day-to-day management of the school's educational services, and for the day-to-day management of the school's educational services.

Applicants should be experienced in the field of educational psychology, and have a proven ability to undertake a wide range of responsibilities at a senior level in a local authority.

The salary will be from £12,297 - £13,432 p.a.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

**City of
Manchester
EDUCATION
COMMITTEE**

District Inspector

£14,385-£15,513 p.a.

(Head Teachers Group 10)

Required with special responsibility for Multi-Cultural Education.

Applications from suitably qualified people with an ethnic minority background will be particularly welcome.

Essential Car Users Allowance. Assistance with removal expenses in appropriate cases.

Application forms and further particulars from the Chief Education Officer (E18), Education Offices, Crown Square, Manchester M2 3BB. Closing date: 9 October 1981.

76548/00/00

300000

Leicestershire

**ASSISTANT
EDUCATION
OFFICER**

(SCHOOLS)

SALARY £11220 - £12408 p.a.

This post, which will involve interesting and varied work in school (vacant from January 1st 1982) is open to graduates with good teaching experience preferably at Head of Department level or above in a comprehensive school. LEA administrative experience is desirable, but not essential.

For further particulars phone 0533 871313 ext. 258.

Apply (no forms) with names and addresses of two referees and enclosing a.s.e. to the Director of Education, County Hall, Glenfield, Leicester, by 14th October.

76548/00/00

300000

300000

300000

300000

**DARTFORD AND
GRAVESEND
HEALTH DISTRICT
CENTRE MANAGER**

For our Senior Care Centre at Dartford Park, you will be responsible for the day-to-day management of the health district's care for the mentally handicapped service. The successful candidate will be responsible for the day-to-day management of the service, and for the day-to-day management of the service.

Applicants should be experienced in the field of care for the mentally handicapped, and have a proven ability to undertake a wide range of responsibilities at a senior level in a local authority.

The salary will be from £12,297 - £13,432 p.a.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

**THE ASSOCIATED
EXAMINING BOARD**

For the General Certificate of Education (GCE) in English, French, German, Italian, Latin, Mathematics, Music, Physics, and Science.

The Board wishes to appoint several additional examiners in the above subjects. Applications are invited from graduates with a minimum of 2 years' post-graduate experience in a careers office, and have a proven ability to undertake a wide range of responsibilities at a senior level in a local authority.

The salary will be from £12,297 - £13,432 p.a.

Further details and an application form may be obtained from the County Education Officer's Office, (Phone 0181 835 2311), County Hall, Kingston upon Thames, Surrey. Tel: 0181 835 2311.

Closing date 16 October 1981. 281437

300000

Miscellaneous

A SALES CAREER with Sun Life Insurance Company of Canada offering an interesting and challenging role combining security and real opportunity. Full time or part time. Excellent salary and benefits. Suitable applicants only. Please apply to: Mr. J. J. Colley on 01-250 846 or write to: Sun Life, St. James Place, London SW1Y 6BN. (Ref: 137)

76548/00/00

300000

**LINCOLNSHIRE & SOUTH
HUMBERSIDE TRUST**

for Nature Conservation

GIBRALTAR POINT WARDEN

Applications are invited for this challenging new appointment which carries responsibilities for the running of a well-known coastal Nature Reserve, Field Station and Visitor Centre. Abilities are sought in nature conservation, education and administration.

Salary in range £4150 - £4550 plus free accommodation.

Send see for further details to L&SHTNC, The Manor House, Aford, Lincolnshire LN13 9DL.

76548/00/00

300000

**NORTH YORKSHIRE COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT**

Adult Training Centre, Yearley Bridge, Huntingdon Road, York (Providing day care for 80 mentally handicapped adults, 20 requiring special care).

INSTRUCTOR - SPECIAL CARE

Instructor's Grade: Salary £4317-£6817 p.a. (Qualification bar at £4268) Minimum for qualified officers - £4268. Salary under review.

The successful applicant will be an integral member of a team responsible for the training and development of the trainees in their everyday life. A multi-disciplinary approach is to be adopted, focused upon individual needs after assessment. The instructor will be involved in the training programme implemented to develop the basic self help, physical and conceptual skills of each trainee.

The Diploma in Training and Further Education of Mentally Handicapped Adults would be an advantage, as well as previous experience in a similar setting.

Application forms are available from the Personnel Section, Social Services Department, 60 Piccadilly, York YO1 1PP. A stamped addressed envelope would be appreciated. Completed application forms should be returned with 10 days of the appearance of this advertisement.

76548/00/00

300000

300000

300000

